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ABSTRACT

Northeast Missouri State College developed a Teaching Skills Center providing a program of early professional laboratory experiences for all elementary and secondary education majors. The program includes four components: audiovisual utilization, instructional materials preparation, microteaching, and actual school experience. Each training component features a sequence of low risk performance-oriented experiences designed to heighten the prospective teacher's readiness for the high risk challenges of student teaching. The audiovisual laboratory provides training to enable students to use audiovisual equipment skillfully. The training sequence of the microteaching laboratory stresses performance competencies in specific teaching skills as motivating and reinforcing, introducing and closing lessons, developing lessons, obtaining and maintaining attending behavior, analyzing and managing interaction, and making assignments. The school experience sequence enables the student teacher to observe and participate in elementary and secondary classrooms. Evaluation of the program concerned staff morale, trainee participation and reaction, reaction of methods students and their professors, perception of readiness, reaction of school personnel to the in-service clinical training program, assessment of special services, and feedback from the schools. Results were favorable; however, evaluation processes are incomplete. (MJM)

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INSTRUCTIONAL TECHNOLOGY IN AN INNOVATIVE PROGRAM OF PRESERVICE AND IN-SERVICE LABORATORY EXPERIENCES

Northeast Missouri State College
Kirksville, Missouri 63501

November 1971

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INSTRUCTIONAL TECHNOLOGY IN AN INNOVATIVE PROGRAM OF PRESERVICE AND INSERVICE LABORATORY EXPERIENCES

I. Introduction

Northeast Missouri State College's new design for preservice and inservice clinical experiences can best be understood in terms of the long sequence of judgments and decisions that led to the February, 1971, opening of a Teaching Skills Center. Consequently, the first two sections of this descriptive report will examine the setting in which previous programs operated and from which emerged impetus for change. Later sections will provide detailed information concerning physical facilities, funding, personnel, and program objectives and operation. An accompanying slide and sound program shows the facilities of the Teaching Skills Center in use as staff members guide prospective elementary and secondary teachers through training procedures in the three laboratories.

In the one-hundred and four years of its existence Northeast Missouri has established an outstanding record in teacher education. Close scrutiny of this continuously evolving program reveals three distinct phases that can be designated as follows: 1) 1867-1949, 2) 1950-1970, 3) the present.

For most of a century the small city of Kirksville easily provided the context for a variety of approaches to teacher education: early experiences in the classroom combined with regular college course work, cadet teaching, and student teaching. Increased post-war enrollments required expansion of the student teaching program to include the use of districts

such as those in the St. Louis area two hundred or more miles from campus. During this second phase the numbers of prospective elementary and secondary teachers became so large (Table I) that early laboratory experiences were for the most part eliminated to enable Kirksville classrooms to absorb more and more student teachers.

During the 1950's and the 1960's Northeast Missouri State College teacher educators experienced persistent uneasiness and frustration. Though employed by a relatively small institution, they were confronted with the challenge of providing teacher education programs for a very high percentage of the degree seeking students. The situation was complicated by the fact that this gigantic task had to be accomplished in a rural setting, with very few classrooms sufficiently close to allow the combination of laboratory experiences with regular college course work. Predictably, senior year student teaching emerged as the single opportunity for the analysis and practice of teaching behaviors.

II. Impetus For A New Program

A combination of influences ultimately resulted in a proposed new design, with the first efforts and concrete plans emerging in the 1968-69 academic year. The following were among the most potent of these influences:

1. Prospective teachers' discontent with the lack of performance opportunities characteristic of lecture oriented professional classes.
2. Reports from school personnel which indentified weaknesses in student and beginning teachers' performance.
3. A conspicuous national trend toward extensive early professional laboratory experiences.
4. Profession - wide stress on specific teaching and supervisory skills.
5. The availability of instructional media to provide the basis for a new training system.

During the pre-proposal phase, members of the teacher education faculty conducted a systematic study of: 1) national trends in teacher

TABLE I

STUDENT TEACHING ENROLLMENT

Academic Year	Number of Elementary and Secondary Student Teachers
1961-62	339
1962-63	335
1963-64	389
1964-65	450
1965-66	506
1966-67	484
1967-68	632
1968-69	850
1969-70	705
1970-71	770

education as indicated in the literature and 2) innovations on selected campuses in Missouri, Kansas, Illinois, and Wisconsin. The purpose of this effort was to ascertain the types of experiences which would meet the urgent needs of a major teacher education program in a rural environment. From this study came strong recommendations for the establishment of training laboratories which would provide individualized pre-student teaching experiences in the use of teaching devices, the preparation of instructional materials, and videotaped microteaching.

The remainder of this statement will focus on the evolution of a new design for teacher education and the implementation of this design in the form of a Teaching Skills Center consisting of three carefully articulated training laboratories and a television distribution system for six adjacent classrooms. The program of this Center focuses on performance competencies and employs instructional technology as the vehicle for individualized skills training. To enhance the meaningfulness of section VI, which presents the program of the Teaching Skills Center, sections III, IV, and V will provide detailed information on facilities and equipment, personnel, and budget.

It is hoped that this descriptive report will provide a model for other teacher education institutions, especially those located in rural, non-urban settings.

III. Physical Facilities and Equipment

Following the submission of a tentative proposal in the spring of 1969, many planning sessions were conducted to outline the proposed training program and to refine the request for physical facilities and equipment. In the fall of 1970 the Board of Regents authorized the establishment of a Teaching Skills Center in five adjoining classrooms in Violette Hall,

a new air conditioned building. (The five rooms selected are adjacent to those occupied by the Division of Education.) The Board also approved funds for necessary structural modifications and for the purchase and installation of equipment, a total of more than $60,000. The Teaching Skills Center accepted its first trainees in February, 1971.

In October, 1971, the Board of Regents approved an expansion of Teaching Skills Center facilities to provide a television distribution system for six adjoining classrooms assigned to the Division of Education. This system will be operational at the beginning of the 1972 spring semester and, as later sections will indicate in detail, will link each of the six additional rooms to both the control room and the six stations of the Microteaching Laboratory. Estimated cost of the expansion is $11, 181.00.

The three training laboratories, coordinating office, and six Education Division classrooms which provide the context for the program of the Teaching Skills Center are shown in Figures I and II.

A close inspection of the drawings will reveal several especially favorable features:

1. All eleven rooms are adjoining, thus facilitating the coordinating of the several facets of the program and the use of equipment and materials.
2. The professional laboratory experiences office is in the middle of the rooms housing the training laboratories.
3. The two classrooms which house the Microteaching Laboratory afford space for six television equipped stations and a television control room.

As the slide and sound portion of the Northeast Missouri State College entry indicates, detailed provisions were made to transform a set of regular classrooms into a well equipped Teaching Skills Center. The Division of Education benefited from the excellent assistance of the Dean of Administration, Dean of Instruction, architects, and college maintenance

FIGURE I

TEACHING SKILLS CENTER

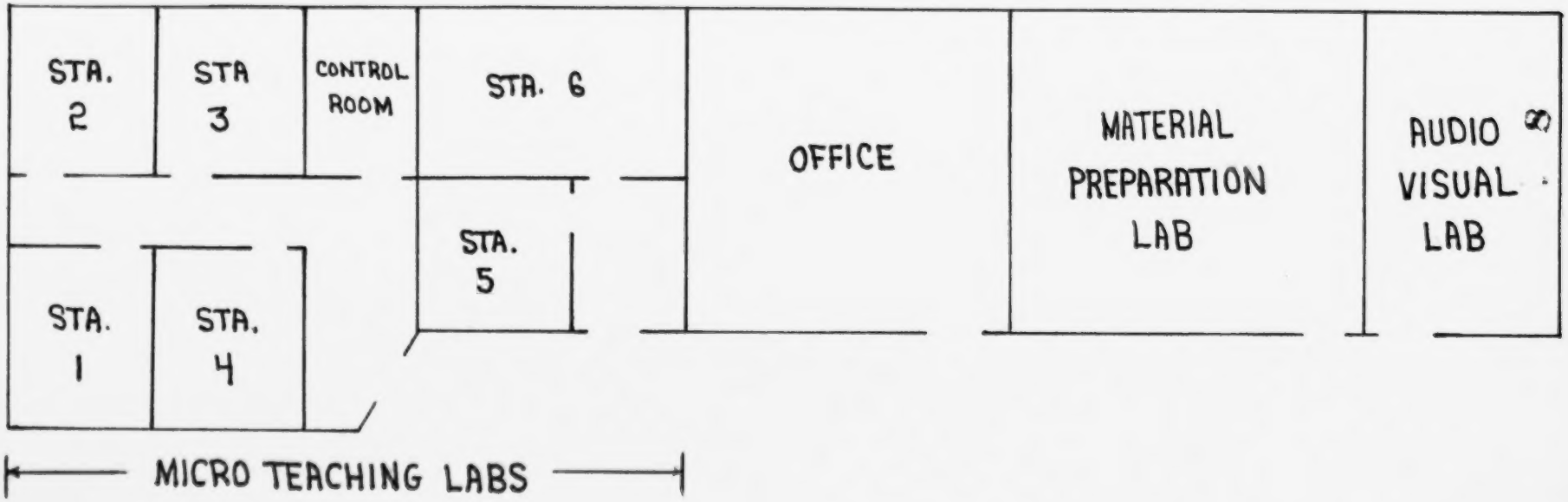
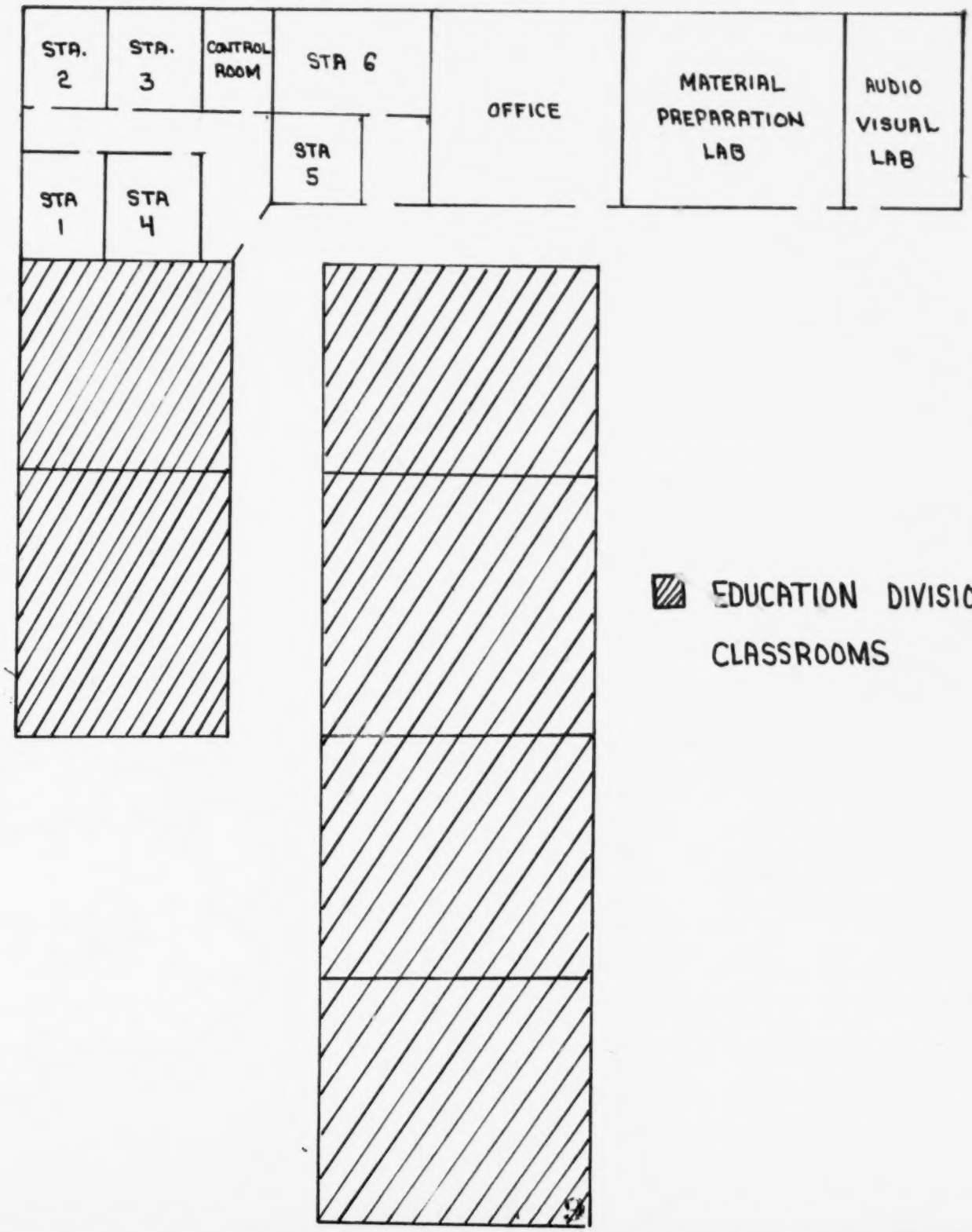


FIGURE II

TEACHING SKILLS CENTER



personnel. The following are among the special provisions made for the various areas of the Center:

Audio-Visual Utilization Laboratory

1. Removal of chalkboard, and painting to facilitate projection against walls.
2. Additional electrical outlets.
3. Projection tables and a wide range of teaching equipment.

Instructional Materials Preparation Laboratory

1. Additional electrical outlets.
2. Work tables, processing equipment, and supplies.
3. Television monitor linking this laboratory-seminar room with the Microteaching Laboratory (to enable trainees to analyze teaching models).

Coordinating Office

1. Partition to provide inner office for coordinator.
2. Television monitoring system linking the coordinating office with the six microteaching stations.
3. Office furnishings and equipment.

Microteaching Laboratory

1. Partitions to provide six stations and a control room.
2. Modifications in air conditioning, heating, lighting, and electrical supply.
3. Carpeting and other acoustical treatment.
4. Chalkboards and projection screens.
5. A complete television system which includes the following equipment: 7 videotape recorders, 18 control room monitors, transmission and audio systems, 11 classroom size monitors, and two cameras, 3 microphones, and a large monitor for each of the six stations.

IV. The Teaching Skills Center Staff

The organization of the Teaching Skills Center Staff was planned carefully to facilitate efficient use of the facilities and equipment described in the previous section. Since the daily operation requires effective coordination of six different roles, the central location of the office is of great benefit. The six roles are listed with names supplied for the first three; the number of staff members is listed for each of the last three. A complete staff directory is included in the Appendix.

1. Director of Campus and Field Laboratory Experiences:
   Dr. Loren V. Grissom

2. Coordinator of the Teaching Skills Center:
   Mr. Andy Skinta

3. Staff Secretary:
   Mrs. Linda Gilbert

4. Graduate Assistants: (eleven)

5. Control Room Operators: (three)

6. Work Study Students: (seven)

As implied in the title, the Director has overall responsibility for supervising, evaluating, and revising both the Teaching Skills Center and practicum (student teaching) components of the professional laboratory experiences program. The Coordinator of the Teaching Skills Center works closely with the Director in articulating the work of the Center's three training laboratories.

The Teaching Skills Center's graduate assistants are drawn from master's degree candidtaes in administration, counseling, and elementary and secondary education. As later sections will show in detail, the assignment of graduate assistants to the Microteaching Laboratory as station counselors and to the Audio-Visual Utilization Laboratory and Materials Preparation Laboratory as resource persons makes assistance on a person to person basis available for large numbers of prospective teachers.

The three control operators are responsible for servicing the six taping stations in the Microteaching Laboratory and the six classrooms in the Division of Education. They are also responsible for issuing teaching equipment and materials to members of microclasses. Work study students perform a variety of service functions such as issuing supplies to trainees in the Materials Preparation Laboratory. These people are candidates for undergraduate teaching degrees.

The fact that all members of the Teaching Skills Center staff have keen interest in and commitment to the teaching profession greatly enhances their grasp of the Center's purposes and provides the basis for enthusiastic and mutually beneficial team effort among people on a variety of professional levels. A college administrator recently remarked that this group has the finest rapport and the greatest dedication to its task of any staff on campus.

The people filling the six roles listed above make up the central staff of the Teaching Skills Center. However, as section VII, will demonstrate, all members of the undergraduate and graduate faculties of the Division of Education as well as all supervisors of student teachers are in a real sense a part of the Teaching Skills Center Staff at the times they and their students are using the three training laboratories and the television distribution system which will soon link the six Education classrooms with the Microteaching Laboratory. (For example, as this section was being written, a professor of reading came to the Teaching Skills Center office to request the taping in schools of episodes in elementary reading instruction. She wishes to create a master tape of directed reading lessons for analysis by the prospective teachers who will be enrolled in her classes during spring semester. A professor in Special Education has plans for a similar project, a master tape made up of episodes featuring children with learning disabilities.)

V. Teaching Skills Center Budget for 1971-72

A. Personnel: $15,360.00

(Salaries for the director, secretary, and graduate assistants are included in the budget of the Division of Education; salaries for work study students are included in the budget of the Office of Financial Aids. The above amount is for the salaries of the coordinator, control room operators and other assistants employed on an hourly rate.)

B. Additions to Equipment and Furnishings: $4,500.00

C. Repairs and Replacements: $1,000.00 (All equipment is new.)

D. Materials and Services: $15,000.00 (Please see section VII for explanatory statement.)

VI. An Overview of the Professional Education Sequence

For many years the professional education requirements at Northeast Missouri State College consisted of basic courses in educational psychology and human growth, foundations of education, methods and student teaching in an elementary or secondary school. As indicated in section I, the classrooms available in the primarily rural area the College serves were saturated with the large number of student teachers seeking stations each year. As a result of this fact and distances which are prohibitive for students with heavy class schedules, pre-student teaching laboratory experiences were virtually eliminated from the teacher education sequence. The Teaching Skills Center program was proposed and implemented to fill this void through the provision of a carefully articulated sequence of laboratory experiences spread over five or six semesters.

The program of the Center was also designed to provide clinical training for cooperating teachers and administrators responsible for the supervision of student teachers. In addition, use by counselor educators has proven to be of great benefit, and the new classroom distribution system will enhance the use of the Center's facilities in courses in administration, counseling, early childhood, reading, special education, and testing and measurement at both the graduate and undergraduate levels.

Following his approval for work in professional education, each prospective elementary and secondary teacher enrolls in Psychology of Pupil Development, 3 semester hours, and Professional Laboratory Experiences, 2 semester hours. Designed as a thorough introduction to teaching, these

two required programs are offered at the sophomore level and are available to transfer students during their first semester. During the fall, 1971, semester, 487 prospective elementary and secondary teachers enrolled in this two-part program.

As its title indicates, Psychology of Pupil Development is a concentrated study of principles, theories, and research. The work of this course is linked to the program of the Teaching Skills Center in two ways:

1. The classroom distribution system will allow detailed analyses of teaching behaviors and strategies through observation of the work in the six practice stations of the Microteaching Laboratory and through the use of master videotapes produced in the control room from episodes collected in elementary and secondary schools and from the trainees' own microlessons.

2. Professional Laboratory Experiences is the basic training program of the Teaching Skills Center and affords unlimited opportunity for immediate experimentation with and evaluation of teaching-learning principles.

During or following this five semester hours of required intorductory work, most students achieve sufficient self-awareness and insight into teaching to make firm commintment to the teaching profession or to turn toward other careers. Those who continue proceed through a sequence of pre-student teaching experiences in their home school districts and then through methods and student teaching.

The components of the professional laboratory experiences program are shown in Figure III. For the preservice and inservice components subsequent sections of this descriptive report will provide detailed accounts of the objectives and procedures of programs offered in the training laboratories of the Teaching Skills Center. A briefer section will illustrate current and planned work in the Special Services Component.

ORGANIZATIONAL PLAN FOR

PROFESSIONAL LABORATORY EXPERIENCES

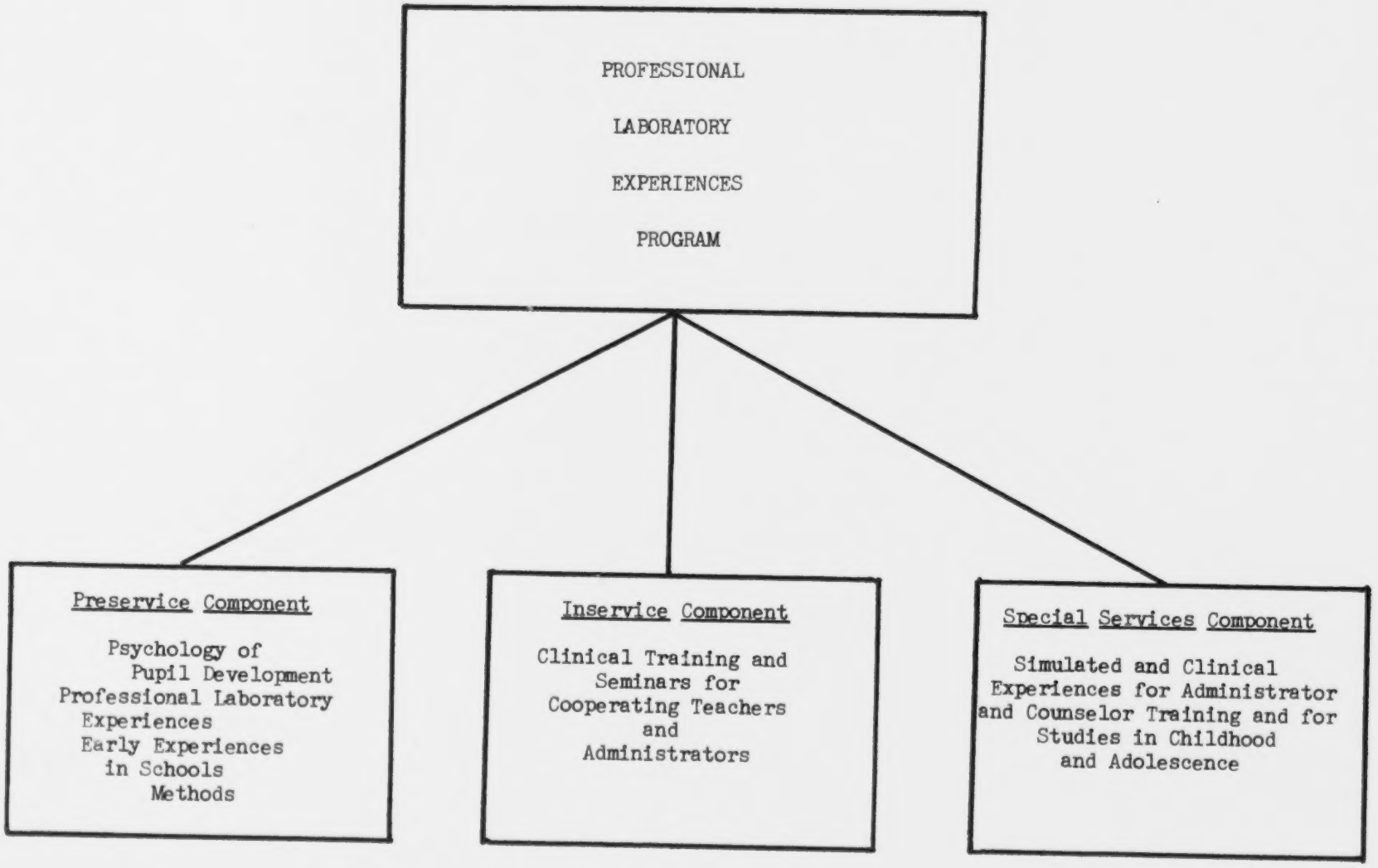


FIGURE IIII

VII. The Teaching Skills Center Program for the Preservice Component

A. Objectives

A close analysis of the teacher's role in a modern elementary or secondary school provided the basis for the statements below. Performance criteria were formulated following a probing analysis of the attitudes, insights, and skills, considered essential to effectiveness in the tasks which confront today's teachers. It was agreed that each trainee will:

1. Demonstrate evidence of significant study of teaching by:

   a. Serious, regular participation in all facets of the training program, or
   b. Withdrawal from the program in favor of another career choice.

2. Establish competence in the construction of teaching plans by:

   a. Stating instructional objectives in precise behavioral terms.
   b. Selecting and organizing content and experiences appropriate for individuals and groups in a particular environment.
   c. Selecting efficient teaching-learning devices and resources.
   d. Developing supporting aids and materials with multisensory appeal.
   e. Making provision for multiple frames of reference.
   f. Providing effective means for evaluating students' progress toward achieving stated objectives.

3. Perform in-depth analysis of teaching-learning behaviors by:

   a. Identifying the specific and general skills employed by other teachers.
   b. Assessing the relative effectiveness of instructional strategies and teaching-learning aids and resources.
   c. Evaluating individual student's responses to particular instructional strategies.
   d. Identifying strengths and limitations in other teachers' performances.

4. Demonstrate control of teaching skills by means of conscious attention to and management of:

   a. General Skills
      Lesson organization
      Rapport with class

Voice management
Use of humor
Bodily management
English usage
Use of visual aids
Teaching style
Fulfillment of project specifications

b. Specific Teaching Skills
Establishing set
Introducing lessons
Reinforcing
Varying the stimulus
Managing interaction
Using frames of reference
Maintaining attending behavior
Previewing and assigning
Achieving lesson closure

5. Register inclination toward continuous professional development by:

a. Soliciting and welcoming peer and counselor evaluation of his teaching performance.
b. Performing precise self-analysis which includes an evaluation of learner responses.
c. Incorporting the results of self, peer, and counselor evaluation into future teaching.

B. The Basic Training Procedures

As a means of communicating, explaining, and illustrating the above objectives and evaluating progress toward their achievement, the Director of Professional Laboratory Experiences and the Teaching Skills Center Coordinator function as a team to provide orientation workshops for all personnel and weekly inservice sessions for graduate assistants and control room operators. In addition, both administrators are continuously available to all personnel and share in discussions of individual staff member's questions and problems. These sessions are particularly helpful with the referral cases which are discussed in a later section.

A sophomore enrolling in Professional Laboratory Experiences becomes an undergraduate Teaching Skills Center trainee. Two factors make him a special kind of student teacher:

1. For a full smester he will work at least two hours per week in three laboratories especially designed and equipped to help him gain competence in the skills essential to successful performance of teaching tasks.

2. He will work in a low risk environment. Teaching his peers and having counselor-resource people constantly available contributes to the trainee's confidence and readiness for the high risk situations inherent in student teaching in an elementary or secondary school.

A trainee's time is evenly divided between the two instructional media laboratories (audio-visual utilization and instructional materials preparation) and the Microteaching Laboratory. Thus, on Monday of a training week he might learn how to operate the overhead projector and how to produce a transparency and on Wednesday he might use his operational skills in projecting his transparency during his own microlesson, which is videotaped and replayed for self, peer, and station counselor analysis and evaluation.

A system of self instruction which utilizes resource persons is used in both the Audio-Visual Utilization and Instructional Materials Preparation. Laboratory walls are used as projection surfaces for viewing training slides. Each training area includes a portable projection table or folding work table, a carousel projector with training slides, and the device whose operation the trainee is learning. Each graduate assistant is assigned training groups in all three laboratories in the hope that this procedure will help him encourage the use of teaching aids and devices in his trainees' microteaching.

Teaching devices included in the Audio-Visual Utilization Laboratory and processes taught in the Instructional Materials Preparation Laboratory include the following, with new devices and processes added as they become available:

Audio-Visual

1. Overhead projector
2. Opaque projector
3. Filmstrip projector
4. Slide projector (standard)
5. Slide projector (carousel)
6. 16 m.m. projector (standard)
7. 16 m.m. projector (automatic load)
8. 8 m.m. projector
9. Tape recorder (reel to reel)
10. Tape recorder (cassette)
11. Record player
12. Slide and sound synchronizing equipment (reel to reel and cassette)

Instructional Materials

1. Spirit duplicator
2. Thermofax photocopier
3. 3M photocopier
4. Thermofax transparency maker
5. 3M transparency maker
6. Transparency mounting supplies
7. 3 laminating processes
8. Dry mounting press and supplies
9. Lettering equipment and supplies
10. Slide maker

For the basic program, Education 390, Professional Laboratory Experiences, students secure all instructional materials and all consumable supplies from various areas within the Teaching Skills Center. These items include instructional packets, video and audio tape, transparency making supplies, duplicating and photocopying materials, materials for dry mounting, laminating, and display construction, etc.

For all of the above, each trainee pays a $15.00 materials and services charge. He is then entitled to use all facilities during his enrollment as a sophomore in Professional Laboratory Experiences, during his enrollment as a junior or senior in professional methods, and during his senior year student teaching. All teaching aids and materials he prepares become his permanent property. In addition, his $15.00 materials and services assessment provides him with a student membership in the Missouri State Teachers Association, a subscription to the MSTA Journal, School and Community, and a $150,000.00 liability coverage for his protection and the assurance of the school and college personnel responsible for his student teaching.

The training sequence in the media laboratories is designed to:

1. Assure the incorporation of instructional technology and teacher-produced materials and aids into the trainee's first teaching.
2. Provide sufficient instruction and practice to achieve comfortable, easy utilization of a wide range of devices and processes.
3. Produce teachers who are knowledgeable about instructional media, will consistently employ appropriate devices and processes, and will strive vigorously to eliminate deficiencies in their schools' resources.

Each of the six stations in the Microteaching Laboratory is equipped with a wall mounted instructor and a class camera. Three microphones are mounted on the ceiling, and a large instructional television receiver is mounted near the ceiling in the front of the station. All of this equipment is operated remotely by the control room technician.

Each station is also equipped with:

1. Small table with lectern
2. Tablet arm chairs
3. Chalkboard, complete with magnetic clips to hold maps, charts, and other displays
4. Pointer
5. Timer
6. Projection screen
7. Front and rear electrical outlets
8. Microteaching evaluation forms

To assure that trainees can employ operational skills and teaching materials and aids, the Microteaching Laboratory has been supplied with projectors, tape recorders, record player, globe, maps, etc. These are stored near the control room and are issued to microteachers by the control room operator. Through a special arrangement with the college library staff, trainees have access to extensive collections of audio and film loop cassettes and may borrow these items for use in their microlessons. These students are also urged to make use of the college's excellent curriculum library in the preparation of their microteaching plans.

A training group (microclass) consists of six students and a graduate assistant who serves as a station counselor. Students are assigned to each microclass in such a way as to assure the inclusion of several different majors. As a result, all trainees have the opportunity to observe approaches to teaching in areas other than their own. This heterogeneity also makes it necessary for trainees to base their teaching on basic concepts and skills during this early study of the teaching - learning process.

Since the equipment within each station is operated by the control room technician and since the television receiver remains off during taping, the trainees and their counselor are able to concentrate intensely on the teaching performances they experience. Besides the use of the audio system to signal readiness for taping or replaying, only one operation is performed within the station. Two cameras were installed (teacher and class) to provide capability for recording teacher - class interaction. Trainees take turns operating a simple switching device to record the extent and quality of the interaction. Complete use of the lecture method is thus conspicuous on replay.

During each fifty minute period for which a microclass is scheduled, three of the six trainees present six minute lessons with each having five peers for his students. Having been instructed to formulate a clear outline of his lesson, complete with behaviorally stated objectives, each microteacher makes two copies of a teaching plan, one for his own use and one for his counselor. During each lesson the counselor writes comments on the lesson plan (which he returns at the end of the class) and enters his reactions to the lesson a cumulative observation form which he maintains in his file (a copy is enclosed). For each teacher both students and counselor complete the microteaching evaluation form, a copy of which is included in the text of this description. The six-minute lessons are taped without pause and are completed within about twenty minutes.

Counselor_____ Student_____

Session 1 (Establishing Set)	Session 2 (Achieving Lesson Closure)
Session 3 (Varying the Stimulus)	Session 4 (Reinforcing)
Session 5 (Rec. & Maint. Behavior)	Session 6 (Managing Interaction)
Session 7 (Appropriate Frames of Ref.)	Session 8

Additional Comments

MICROTEACHING EVALUATION Teacher's Name _____

Using the values indicated on the continuum below, please assign numbers to all the items relevant to this particular teaching performance:

5-Very Effective 4-Effective 3-Adequate 2-Fairly Adequate 1-Needs Improvement

GENERAL SKILL AREAS

___ Lesson organization
___ Rapport with class
___ Voice management
___ Use of humor
___ Bodily management
___ English usage
___ Use of visual aids
___ Teaching style
___ Fulfillment of project specifications

SPECIFIC TEACHING SKILLS

___ Establishing set
___ Introducing lessons
___ Reinforcing
___ Varying the stimulus
___ Managing interaction
___ Using frames of reference
___ Maintaining attending behavior
___ Previewing and assigning
___ Achieving lesson closure

COMMENTS:

Each microteacher experiences eight teach - critique cycles. In all lessons the teacher is expected to give continuous attention to the general skills listed on the evaluation form. He is also expected to demonstrate his control of one additional specific skill in each lesson. The specifics of this cumulative, task-oriented process can not be developed fully in this section; consequently, illustrative training materials are included in the Appendix.

The station counselor's opportunity to influence attitudes, behaviors, and skills begins during the replay and hits its peak in the final ten minutes of the fifty minute session. During the short seminar which closes a session, he is advised to ask probing questions and serve as a catalyst for group interaction. He is urged to demonstrate skills when requested or when he feels modeling is appropriate. However, during cirtique sessions he is urged to create an atmosphere of inquiry in which trainees will initiate interaction.

Each microteacher benefits from self, peer, and counselor evaluation. If the counselor feels that a particular microteacher lacks qualities essential to successful teaching, or if a particular microteacher requires additional encouragement or has other special needs, the station counselor makes a referral to the Teaching Skills Center office, indicating the date and time for this individual's next lesson. The office monitoring system is used continuously, but in the case of referrals the coordinator and the director analyze the stipulated performance with special care and follow up with conferences, referral to the Counseling Center, Health or Speech and Hearing Clinic, or whatever action seems appropriate. That the program of the Teaching Skills Center will be a potent influence in the evaluating and screening of teacher education candidates is already apparent.

C. The Program for Methods Students

Once a student has committed himself to teacher education and has demonstrated interest and competence in successful work during his sophomore enrollment in Professional Laboratory Experiences, he belongs to the Center until he graduates. The Center serves as his professional base of operations, and he is free to return to:

1. produce teaching aids and materials for his methods class and student teaching
2. review the operation of teaching devices
3. videotape practice and demonstration lessons

As indicated earlier, one-time materials and services assessment of $15.00 is made at the sophomore level. For the junior and senior uses of the Center and its facilities there are no additional charges.

In addition to the uses indicated above, junior and senior methods students return the Center with their professors for additional micro-teaching. Since most methods classes are scheduled for early morning hours, taping in the basic program is scheduled from 10:30 - 4:20, thus leaving all six stations available during a three hour period. Instructors may schedule the entire Microteaching Laboratory by merely calling the Coordinator of the Center. All teaching devices and production equipment and materials are available to these professors and their students both before and during the hours for which they are scheduled.

Methods instructors and their students plan activities which serve their needs at particular times in the semester: simulations, microlessons, dramatizations, etc. Since these groups are both advanced and homogeneous, they are free to employ whatever content and procedures fit their purposes and to formulate their own means of evaluation with the guidance of their professors. One practice is uniform among teachers of methods classes.

They assign groups of five or six students to the various microstations and then spend their own time in the control room where they have access to eighteen television monitors. During taping they can move from station to station and simultaneously observe both the class and the teacher in each station and listen to as much of the interaction as time will allow. During replay they can give a second check to episodes observed during taping by analyzing the program on the playback monitors. These instructors then use their regular classrooms for seminar sessions on their groups' experiences in the Microteaching Laboratory.

VIII. The Teaching Skills Center Program for the Inservice Component

In response to a conspicuous need for a training program for school supervisors of new teachers and in response to numerous requests for such work, the College offered Education 658, Supervision of Student and Beginning Teachers, for the first time in the 1970 summer session. This three semester hour course may be elected in any of the several master's programs offered in the Division of Education and is open to experienced teachers, department chairmen, principals, and superintendents.

As indicated earlier, graduate assistants serve as counselors in the six microteaching stations during the academic year. However, no funds are available for assistantships during the summer session. This situation affords an unusual opportunity for providing clinical training for school personnel enrolled in Supervision of Student and Beginning Teachers.

This availability of groups of prospective teachers enrolled in the Teaching Skills Center program allows the inservice course for supervisors to have a clinical as well as a seminar dimension. An analysis of the scope of these facets reveals a two-part central objective:

1. School personnel will analyze the supervisory role to identify functions and the specific skills essential to performing tasks inherent in the role.
2. These teachers, supervisors, and administrators will simultaneously apply and practice the various supervisory skills in a clinical context involving preservice trainees.

An examination of the seminar and clinical facets of the inservice program reveals an inherent compatibility. School personnel spend sixty percent of their course time in the seminar facet exploring such topics as those listed below. Interaction among the personnel enrolled and the analysis of simulated materials are employed extensively during these sessions:

A. Topics for Seminars

1. Elements and Functions Within a School-College Teacher Education Partnership
2. Establishing Readiness for Teaching
3. Guiding Preparation for Teaching
4. Observing and Analyzing Teaching
5. Counseling
6. Promoting Professional Development
7. Evaluating

B. The Clinical Facet

During the 1971 summer session forty-five experienced teachers, supervisors, and administrators enrolled for the inservice program for school personnel, Supervision of Student and Beginning Teachers, and served as station counselors for the approximately two hundred pre-student teachers enrolled in Professional Laboratory Experiences, the basic training program of the Teaching Skills Center. In this role each member of the inservice group met four hours per week with his own microclass of six students. The relationship between the experienced person and the trainees was essentially that of cooperating teacher and student teacher, with the school personnel employing the full range of functions and skills indentified in the seminar sessions.

IX. The Special Services Component

As the title indicates, the purposes and procedures employed in this component are formulated by the professors and students requesting the use of Teaching Skills Center facilities. With a wide range of projects either on-going or planned, this component will benefit greatly from the completion of the classroom distribution system, which is now in the bid processing stage, with completion scheduled for January.

Since several references to the special services component appear in earlier sections, this explanation will be limited to a listing with descriptive comments:

A. Administration

Microstations will provide the context for gaming and simulation activities, with video analysis providing feedback on the verbal and non-verbal phenomena inherent in encounters between administrators and teachers, parents, or school board members.

B. Early Childood

Groups of preschool children will be brought to microteaching stations for observation in free play and other situations by students in early childhood education classes.

C. Microcounseling

Under the direction of a professor of counseling, two trainees enter a microstation and simulate an interaction session. During the taping one trainee functions as the counselor; the other serves as his client. The tape is replayed for immediate evaluation by the trainees, then stored for later analysis by the instructor and class.

Beginning in Feburary counselor educators will select promising sessions and construct master tapes for viewing by counseling majors in classes meeting in any of the rooms included in television distribution system.

One of the professors also plans some experimental work involving counseling trainees with real clients. The purpose will be to assess the impact of video analysis on an actual client as contrasted with conventional approaches to counseling.

D. Psychology Programs

Master tapes of behavioral episodes collected in schools by professors or purchased from an outside source will provide psychology students with concrete illustrations of the principles they are studying. In addition, tapes of selected microlessons and selective viewing of the live teaching occurring in the microstations will provide frames of reference for the study of teaching-learning principles.

E. Special Education

Children with severe learning disabilities will be brought to the Microteaching Laboratory one at a time for a teaching-analysis session with a specialist. These sessions will be recorded on a master tape for intensive study by students in Special Education classes.

F. Testing and Measurement

A microteaching station provides an ideal context for administering individualized tests, a much less stressful environment than the front of a room filled with observers. As they occur, these testing sessions will be viewed by undergraduate and graduate classes. In addition, the sessions will be recorded on master tapes for further use.

X. Evaluation of the Program

In assessing the impact of the preservice and inservice components of the Teaching Skills Center program, the Director and Coordinator have employed several sampling techniques. They have also conducted a statistical study of the differences in perceptions of readiness in six skill

areas as the result of conventional and innovative training. The sections which follow treat the above procedures in detail and provide a more limited assessment of the program of the Special Services Component.

A. Staff Morale

Extraordinary esprit de corps and seriousness of purpose are evident among the Skills Center staff. Evidence of the phenomenon is available in:

1. A consistently harmonious working relationship among the members of a highly diversified team: teacher educators, staff secretary, school administrators and experienced teachers, graduate students in education, student technical assistants, and work study students.

2. Highly complimentary responses to staff members from college and school personnel and special visitors.

3. Dedication to the program as evidenced in concern for trainees' achievement and virtually non-existent absenteeism.

B. Trainee Participation and Reaction

The attitudes and traits which have been attributed to staff members are also apparent among the members of the many training groups. If regularity of participation can be regarded as an indication of the extent to which trainees perceive value in the program, the record is very favorable, with absenteeism negligible.

As a procedure for sampling reaction more systematically, the Teaching Skills Center administrators regularly employ the following open-ended item to which each trainee responds anonymously: "Indicate the benefits which you realized as a result of your participation in the training program of the Teaching Skills Center. Please be as specific as possible." A random technique was employed to select the six reactions presented below from among those submitted during the 1971 summer session, the first term the Teaching Skills Center was fully staffed and equipped:

1. "The benefits were great I feel - I learned so much about writing lesson plans, especially behavioral objectives.

   Also as far as the equipment goes, it will really be great knowing how to run this for my student teaching and also when I'm teaching on my own. I never would have known how to do it without this course. Every education major should be required to take it.

   Learning how to make the transparencies etc. is good and I enjoyed learning about it also."

2. "I have benefited by learning to operate all the machines. The greatest part of all the program I feel is in the teaching in front of a camera and being able to see a re-run and evaluating your teaching skills. I feel this is an experience every beginning teacher as well as an experienced teacher should have."

3. "Erased the fear of student teaching. Learned many ways to improve my planning."

4. "I have more experience now in planning lesson plans and feel more relaxed when teaching. I think microteaching is a great idea. The station counselors were <u>great</u>!

   I think this class was very beneficial in learning to run the machines and using them during <u>teaching</u>. I really enjoyed this class."

5. "I feel the Center has been a great help to us by teaching us to run the machines and become familar with their many uses - we will know what to do when we come across them in our teaching careers.

   It has also been a great help - making posters, etc. for our project - we learned how to make good visual aids.

   The greatest benefit has been - being able to see yourself teaching - through the Micro lab program one can experience many class situations and be able to correct various mistakes - which makes for better teaching."

6. "To see and hear oneself as others do through the utilization of video tape was perhaps the most beneficial aspect of the entire course. The feedback from the critiques were helpful to bring to ones attention to their particular areas of weakness in teaching. The opportunity to talk with someone who "had been there" was very worthwhile.

> The familiarization with the mechanical teaching devices was helpful because now I would utilize any available in my school without hesitation.
>
> The course will probably be the most beneficial preparation one could have for beginning teachers.
>
> One will receive the personal benefit (not grade) from this course in direct relationship to what one is willing to put into the course. Tremendous benefits are in the course for those who are willing to work."

C. Reaction of Methods Students and Their Professors

Now that the Teaching Skills Center is in its third term of operation, a large number of methods students have experienced the early training program. These people are at home in the Center and seem eager to return to produce teaching materials and to present lessons for additional videtaping. The large number of requests for the use of the Microteaching Laboratory made by instructors of methods classes seems a clear indication of the value these professors assign to the use of this facility. (These instructors' understanding of the purposes and facilities of the Teaching Sills Center is enhanced by the fact that these people also supervise student teachers and thus work closely with the director of campus and field laboratory experiences.)

D. Perceptions of Readiness in Six Skill Areas

Approximately two semesters prior to the opening of the Teaching Skills Center, the Director used the instrument which is included as the next page to ascertain approximately 550 prospective teachers' perceptions of readiness at the end of their conventional training programs (At that time the Director was the instructor of the general methods course which was replaced by the individualized training provided in the Teaching Skills Center.).

The same form was used to collect 150 ratings during the 1971 summer Teaching Skills Center program. Both sets of ratings were collected anonymously, thus freeing them from possible influence on grades.

Self Evaluation of Competence in Specific Teaching Skills

Imagine that you are to begin student teaching tomorrow. Rate the preparation you have received in the areas listed below in terms of your present feelings of readiness. (Place a check in the appropriate category.)

1. Utilization of teaching devices: projectors, players, recorders, etc.

   Very Good____ Good____ Adequate____ Fair____ Poor____

2. Preparation of instructional materials: transparencies, duplicated materials, dry mounting, lettering, etc.

   Very Good____ Good____ Adequate____ Fair____ Poor____

3. Utilization of such specific teaching skills as motivation, reinforcement, maintaining attending behavior, etc.

   Very Good____ Good____ Adequate____ Fair____ Poor____

4. Assessment of specific strengths and limitations in another teacher's planning and teaching performance.

   Very Good____ Good____ Adequate____ Fair____ Poor____

5. Assessment of specific strengths and limitations in your own planning and teaching performance.

   Very Good____ Good____ Adequate____ Fair____ Poor____

6. Preparation and presentation of a lesson in your area of specialty.

   Very Good____ Good____ Adequate____ Fair____ Poor____

TABLE II

PROSPECTIVE TEACHERS' PERCEPTIONS OF READINESS

IN SIX SKILL AREAS

	VERY GOOD AND GOOD	ADEQUATE	FAIR AND POOR
ITEM 1			
Conventional Program	23.6%	19.3%	57.0%
Teaching Skills Center Program	90.0%	7.9%	2.1%
ITEM 2			
Conventional Program	20.0%	18.6%	61.3%
Teaching Skills Center Program	75.3%	18.7%	6.0%
ITEM 3			
Conventional Program	56.0%	27.1%	16.9%
Teaching Skills Center Program	76.7%	19.2%	4.1%
ITEM 4			
Conventional Program	47.2%	35.2%	17.7%
Teaching Skills Center Program	72.1%	23.8%	4.1%
ITEM 5			
Conventional Program	54.0%	30.4%	15.7%
Teaching Skills Center Program	75.4%	21.2%	3.4%
ITEM 6			
Conventional Program	68.0%	18.8%	13.2%
Teaching Skills Center Program	80.5%	17.4%	2.1%

Table II shows the results of combining the two highest and two lowest ratings, with adequate serving as an intermediate value. The item numbers in the table correspond with those on the rating sheet; ratings collected before the Center opened are labeled "Conventional Program"; ratings collected during the 1971 summer session are labeled "Teaching Skills Center Program."

Since both "good" and "very good" represent quite acceptable ratings and "fair" and "poor" connote below average valuations, consolidating the highest and lowest ratings facilitates an examination of data. In the audio-visual and instructional materials areas an extraordinarily large shift of ratings from the weak to the strong category is apparent. Significant but less dramatic shifts are conspicuous in each of the other four skill areas. The difference in gains can probably be accounted for by the fact that prior to the opening of the Teaching Skills Center prospective teachers were receiving little training in the operation of teaching devices and the preparation of teaching materials but were studying teaching strategies in general and special methods classes.

Statistical processing to ascertain whether the differences among ratings elicited by conventional and innovative programs were significant seemed warranted by the percentages recorded in Table II. Numerical values of 1 to 5 were assigned to the poor to very good continuum used on the evaluation form, and the resulting data were subjected to the Chi square test. In each of the six categories a difference was found that greatly exceeds the .005 level of significance.

The following conclusion seems warranted by the high level of significance noted above: Prospective elementary and secondary teachers who have experienced the program of the Teaching Skills Center perceive

themselves as possessing a significantly greater readiness for student teaching than do teacher education majors who received conventional training. To the extent that these perceptions provide the basis for confident performance, this finding may be the most important result thus far of efforts to evaluate the program of the Teaching Skills Center.

E. Reactions of School Personnel to the Inservice Clinical Training Program

At the end of the inservice training program, Supervision of Student and Beginning Teachers, each experienced teacher and administrator writes an open-ended, anonymous evaluation of the training program he has experienced. A random procedure was employed to select the six statements which follow:

1. "The class met the needs of elementary, secondary teachers, and administrators. The students I counseled showed a marked improvement from the first day they stood before the group. The micro lab is of tremendous benefit to these young people who plan to enter the teaching field. I feel that all aspects should be maintained."

2. "The Teaching Skills Center is certainly a boon to the student teaching program at Northeast Missouri State. Letting students get an idea of what teaching is like through the Center can't help but be beneficial. Having this opportunity earlier in their academic career will hopefully give more purpose and direction to their school work, too. The self-evaluation aspect of the video tapes was tremendous."
   "I sincerely hope for the continued success of this program - it's bound to make Northeast Missouri State a leader in turning out better prepared, more confident teachers."

3. "If I was going to give Ed 658 an overall rating it would have to be excellent. It was one of the most practical courses I have ever taken.

The people who go out as student teachers have a definite advantage by having an experience in the microteaching laboratory and in an atmosphere of experienced teachers they can see and be helped to critique themselves."

4. "The course is very effective, and can be of great benefit to any teacher who is going to assume the role of cooperating teacher. I feel I have profited a great deal from the course by not only gaining knowledge for use as a cooperating teacher, but a great deal of insight to ways of improving my teaching."

5. "The Micro-Lab was of great benefit to anyone who plans to be a supervising teacher. I think it was not only a great help to the members of this class but also to the 390 group. The Micro-Lab brought to practical use the various aspects of teaching which we talked about in the seminars."

6. "Micro-Teaching Laboratory: Undoubtedly, this phase was the most relevant to me. I learned more about the supervisory role by counseling students than I could ever have learned through academic discussions. This part of the program should be maintained, whatever other changes are made, because it is helpful to both the students whom we counsel and to ourselves."

F. An Assessment of the Special Services Component

Requests for special services have kept pace with the expansion of Teaching Skills Center facilities and capabilities. As indicated in Section IX a wide range of projects have been either planned or initiated. The administrators of the Teaching Skills Center regard this large number of requests for services as evidence of the value of this component of the program.

G. Feedback from School Personnel

The Teaching Skills Center is too new to have elicited extensive feedback from the school personnel who work with the College's student and beginning teachers. However, a number of reactions have been offered:

1. Members of the College's Teacher Education Advisory Council have registered very positive reactions to both the preservice and the inservice components of the Teaching Skills Center program.

2. Cooperating teachers and principals report significant gains in confidence and performance skills on the part of 1971-72 student teachers.

3. Numerous cooperating teachers and school administrators and other interested persons have come to campus for tours of the Center.

4. The administrators and cooperating teachers of student teaching centers accepting trainees from two or more institutions have repeatedly expressed a preference for student teachers from Northeast Missouri State College.

5. School administrators have volunteered comments such as the two which follow:

> "I would as an administrator, give teaching applicants from Northeast Missouri State College an edge over others, knowing they have been through your rigorous screening process."
>
> "Given several applicants of approximately equal promise, I would employ the one who had experienced the Teaching Skills Center program."

XI. Contributions to Teacher Education: A Summary

The fact that the rural area around Kirksville has too few elementary and secondary classrooms to accommodate strong programs of laboratory experiences for large numbers of prospective teachers at both the pre-student teaching and student teaching levels encouraged the teacher educators of Northeast Missouri State College to formulate a new design. An innovative Teaching Skills Center emerged as the context for clinical training experiences at both the preservice and inservice levels. Readily subject to articulation, evaluation, and revision, the program of the Teaching Skills Center has demonstrated significant impact on teaching and supervisory behaviors.

The following are among the program's contributions to teacher education:

1. Screening

When coupled with counseling of referrals by the Coordinator and Director, the self, peer, and instructor evaluation included in microteaching procedures constitutes a potent screening influence. Early discovery of unsuitability for or interest in teaching allows sophomores to make other career choices with little if any loss of credits.

2. Articulation of Laboratory Experiences

Requiring all prospective teachers to complete a semester of work in a clinical context featuring audio-visual utilization, instructional materials preparation, and videotaped microteaching results in the use of media and the analysis of instruction during a trainee's first teaching and throughout his training experiences, including work in his methods class. Building these behaviors into teaching style is a realistic goal.

3. Interaction Among Widely Diversified Personnel

The Teaching Skills Center provides the context for mutually beneficial associations on the part of personnel at various stages of preservice and inservice development - from sophomore trainees to graduate students, school superintendents, and college professors.

4. Skills Competence and Self-Confidence

A statistical study of trainees' perceptions of readiness as the result of conventional and innovative training revealed highly significant differences in favor of the innovative program. This study established the effectiveness of clinical training in a Teaching Skills Center in heightening feelings of readiness and self-confidence.

5. Laboratory Experiences for Undergraduate and Graduate Programs

The Teaching Skills Center has demonstrated the capability to provide a variety of laboratory training experiences for various roles in the education profession.

6. Link with School Personnel

Working with prospective teachers in a campus training facility not only enhances supervisory skills but also promotes understanding of program objectives and procedures and causes cooperating teachers and administrators to view student teaching as an extension of the earlier program in which they functioned as counselors. Providing this type of orientation and skills training for school personnel greatly enhances the functioning of a school-college partnership in teacher education.

7. Model for Other Teacher Education Institutions

The teacher educators of Northeast Missouri State College believe that the Teaching Skills Center can serve as a model for other institutions planning to implement a clinical approach to pre-student teaching experiences.

The preceding sections have surveyed the planning, implementing, operating, and evaluating of an innovative teacher education program. Written words can serve this purpose. However, much of the atmosphere, the feeling of having viewed and experienced, and the sense of having shared participants' feelings about their work could not be communicated in this written description. The sound and slide presentation included with this entry lets the program, facilities, and participants speak for themselves through pictorial representation, on-going training procedures, and evaluative comments.

The Appendix included with this part of the entry contains:

1. Copies of newspaper stories
2. Illustrative training packets
3. Teaching Skills Center staff
4. Education Division faculty
5. Student Teaching staff

APPENDIX

NORTHEAST MISSOURI STATE COLLEGE
Kirksville, Missouri 63501

TEACHING SKILLS CENTER

Item 1
Teaching Skills Center Facilities and Program

The Teaching Skills Center occupies five rooms on the second floor of Violette Hall, north side. Four of these rooms house the Center's three training laboratories: Audio-Visual Utilization, (244), Instructional Materials Preparation, (243), and Microteaching, (249 and 250). The Teaching Skills Center-Student Teaching office is located in the fifth room (247).

Each of these laboratories is designed to assure extensive performance on the part of the individual trainee. The two instructional media laboratories house numerous self-teaching stations which provide opportunities for the practice and demonstration of skills in the operation of a wide range of teaching devices and instructional materials production equipment. The Microteaching Laboratory provides the context for the use of the above competencies in teaching encounters which are carefully focused on specific skills videotaped to enhance self, peer, and instructor evaluation.

For the Audio-Visual and Instructional Materials Laboratories, training materials consist of instructional programs on slides and printed directions. The carousel projectors in the various training stations are loaded with slides designed to help the student become confident in the operation of particular teaching devices. In addition, charts indicating the appropriate sequence of steps for the operation of production equipment will be available. Resource people will assist trainees as needed in both of the instructional media laboratories.

Training materials for the Microteaching Laboratory include eleven mimeographed sets of guidelines. These packets identify and describe the general and specific teaching skills to be featured in the various performance cycles and suggest criteria for self, peer, and instructor evaluation of teaching behaviors.

Six microteaching stations and a control room provide the basis for this laboratory's operation. Each of the practice rooms is equipped with three microphones, two cameras, a television receiver, and systems for communicating with the control room and for switching the cameras. All equipment is ceiling or wall mounted for convenience and efficiency in recording both teacher and class performance.

Only the call and switching systems are operated from the individual teaching station. One specially trained technician controls all recording and monitoring equipment in both the stations and the control room. Consequently, microclasses experience minimal distraction as the result of preoccupation with equipment operation. Holding down the small button on the top of the special wall-mounted switching device enables trainees to signal their readiness for and the completion of taping and to request replay. Releasing this button allows the control room operator to speak to the station. Depressing the small center button activates the teacher camera; depressing the larger button on the side of the device turns on the class camera.

Members of microclasses will take turns operating the camera switcher. The decision to assign this responsibility to trainees was based on the fact that effectiveness

in this operation requires closer analysis of interaction patterns than a busy control room operator could perform. In the case of straight lecture, switching will not be needed. However, later materials will portray effective teaching more nearly as interaction with than performance before students. Thus, it is hoped that teacher-class interaction will be continuous--that the switch operator will not merely hold the device and that people other than the teacher will appear on the screen during playback.

Station equipment also includes chalkboards, projection screens, and front and rear electrical outlets. Each trainee is encouraged to make immediate use of the skills he acquires and materials he produces in the instructional media laboratories. All members of the Teaching Skills Center staff will assist individual teachers in their efforts to prepare for effective performance.

As indicated in the training packets which follow, microteaching performance cycles consist of teach-critique and reteach-recritique phases. Classes will usually consist of six members, three of whom will present five minute lessons during a fifty-minute session, with the remaining members teaching during the next meeting. Strict adherence to the five-minute limitation is necessary to assure adequate time for replaying and critiquing the lessons. For efficiency in both the microteaching stations and the control room, both the taping and replaying of lessons will be continuous. Thus the teach-critique phase of a performance cycle affords a maximum of twenty minutes for recording three lessons (including time lost in getting started and time between teachers), twenty minutes for replaying these lessons, and ten minutes for self, peer, and instructor evaluation in terms of the objectives of the performance cycle.

Since experience in all eight of the performance cycles outlined in later materials is highly desirable, deleting the reteach-recritique phase may be necessary at times. When this phase can be included, trainees will use the advice gained in the evaluation of their initial teaching to modify both content and strategies for their second presentations. Between the two phases of a performance cycle trainees are encouraged to make whatever alterations seem desirable (even to the extent of constructing a completely new plan). However, they should keep the objectives of the cycle clearly in mind; changes should result in a more effective realization of these objectives.

One final note: the teaching, replaying, and discussion intervals will all enhance your awareness and control of teaching behaviors. Self evaluation will undoubtedly have particularly powerful impact. Be ready, though, to contribute observations and evaluations of your own and other teachers' performance during the discussion phase. Sharing freely in the analysis of a session's lessons will most certainly enhance your future observation of teaching behaviors. Your instructor will serve as a discussion stimulator but will not deliver a list of dos and don'ts.

NORTHEAST MISSOURI STATE COLLEGE
Kirksville, Missouri 63501

Teaching Skills Center

Item 2
General and Specific Skills

Is teaching an art or a science? A worthy answer might assert that teaching is neither art nor science but, when effective, a masterful blending of both. Consensus is easily achieved on one point: the teaching act is a composite of man's most complex behaviors.

However, in spite of its complexity, the teaching act can be analyzed, and specific performance skills can be identified. Perhaps this analysis and classification process could be considered part of the science dimension of teaching. Research has clearly established that experienced teachers who study their own performance in a clinical context can significantly increase their effectiveness in various skill areas. If the old saying "Teachers are born not made" were actually true, these results could not have been achieved, and little justification for a Teaching Skills Center would exist.

Needless to say, good teaching is more than effective skill performance. To the extent that skill areas represent facets of the teaching act, teaching is more than the sum of these parts. Is this an appropriate spot to return to the concept of art? Mode of performance in skill areas constitutes what could be called style, and style is perhaps more art than science.

The program of the Teaching Skills Center is designed to yield both skills awareness and competence and consciousness of style. Learning to identify and perform in individual skill areas will not be particularly difficult. However, the development of your teaching style will require much analysis and practice. In fact, gains in both the skills and style areas should continue through your work in the Teaching Skills Center, student and beginning teaching, and the remainder of your career.

The program of the Teaching Skills Center will provide training in numerous specific teaching skills and much opportunity to analyze the effectiveness of performance in these areas. In addition, the program will provide the basis for self-awareness and development in terms of the total teaching act.

Listed below are six general skill areas with descriptive phrases to indicate coverage. Since effective teaching requires competence in all six areas, they will receive continuous attention in the microteaching sessions.

General Skill Areas

1. General management:
   Furnishings, aids, and materials.

2. Content management:
   Advanced planning and control of lesson substance during actual teaching.

3. Establishing atmosphere:
   Classroom tone, lesson tempo, teacher enthusiasm and sense of humor, teacher's color and verve, teacher-class rapport, positive affectivity, non-verbal behaviors (attitudes and manners).

4. Management of body:
   General responsiveness through gestures, effective movement, and other expressions, consistent and evenly distributed eye contact.

5. Voice management:
   Variety in rate, volume, and inflection, correspondence between vocal and bodily responses, pleasant quality, color.

6. English usage:
   Appropriateness of word choice, varied and colorful vocabulary, individuality of expression.

In addition to the categories of general skills listed above, the Teaching Skills Center program will feature practice in eight specific teaching skills. The strengthening of performance in the general skill areas will be an important objective of all microteaching sessions. In contrast, separate performance cycles will focus sharply on individual skills, and individual skills will provide the basis for lesson organization.

Each performance cycle will feature teach-critique and reteach-recritique facets. For the teach phase students will construct plans and teach lessons which feature a particular skill. Following self, peer, and instructor evaluation of the initial presentations, students will revise their plans or construct new ones which reflect the insights gained in the teach-critique phase. Thus the reteach phase of a performance cycle may feature new content and strategies, but will continue to center on the specific skill receiving intensive study and practice.

Since an extensive set of guidelines will be provided for the eight performance cycles featuring the specific skills listed below, explanatory material is not included in this selection.

Specific Teaching Skills

1. Establishing set
2. Recognizing and maintaining attending behavior
3. Varying the stimulus
4. Reinforcing
5. Using frames of reference
6. Questioning (managing interaction)
7. Previewing and assigning
8. Achieving closure

NORTHEAST MISSOURI STATE COLLEGE

Kirksville, Missouri 63501

TEACHING SKILLS CENTER

Item 3
Planning for Teaching

Getting on the wrong plane and using a poor teaching plan both result in confusion concerning destinations. The moments he spends in creating effective plans constitute one of the best investments a teacher can make of his time and creativity.

Careful , systematic planning is essential to both effective teaching and sound school programs. On the basis of your experience with many teachers, you are certainly aware that directionless, purposeless teaching can destroy student interest. On a broader scale, a school program which lacks clear purposes and design seldom results in an orderly progession of learnings, a cumulative sequence. Mediocrity in both teaching performance and program design frequently has its roots in an inadequate investment in planning.

Experienced teachers are responsible for constructing plans that encompass varying amounts of content, activity, and time:

1. A school program in an area of study such as physical education or social studies (kindergarten through grade 12 or grades 7-12) is the most comprehensive of these plans.

2. Yearly courses of study consititute the segments of a school program.

3. Units of study make up the work of the various yearly programs.

4. Daily lesson plans are the building blocks with which a unit of study is constructed.

Needless to say, student teachers assume more responsibility for some of these levels of planning than they do for others. Identify those levels for which you think a student teacher would ordinarily be responsible and those levels which would ordinarily be included in the assignments of experienced and master teachers.

Now an important question. What does all instructional planning have in common, whatever the level in terms of content, activity, and time? Decision making. Since even a daily lesson can be considered a curriculum segment, it is possible to consider the developing of all teaching plans as curriculum construction. The orderly making of numerous sets of decisions lies at the heart of the curriculum planning process.

The main point here is that curriculum planning is curriculum planning. The sets of decisions required in lesson planning are the same sets essential in the building of a school program with a clear-cut cumulative sequence. In making these decisions teachers need to:

1. determine objectives

2. identify content (the concepts, skills, and activities to be featured.)

3. select teaching-learning aids and resources (printed materials, pictures, charts, maps, mechanical devices such as projectors, recorders, and players, bulletin and chalkboards, etc.)

4. choose instructional approaches (methods the teacher will use)

5. select student activities (the responses students will make: discussion, debate, construction projects, dramatization, etc.)

6. determine means of evaluation

Are you clear on why the determining of objectives must constitute the first step in curriculum planning? How intelligent would a person seem if he said he was going on a trip to an unknown destination by undetermined means with no method of determining when or whether he had arrived? As ludicrous as the above seems, it is all too charasteristic of teaching. Serendipitous learning can be very profitable at times, but teachers who fail to work for predictable and recognizable outcomes will do so to their professional peril in this day when school patrons have learned to make effective application of the concept of accountablility to the results of programs.

Look again at the sets of decisions numbered 2-5. Is it clear that sound decisions concerning content, materials and resources, instructional procedures, and student activities can be made only after the teacher has ascertained the changes in students' understandings, attitudes, and skills toward which he will beam his instruction? Secondly, is decision set number six a logical culmination to curriculum planning effort?

A closer look at the first and sixth sets of decisions is now appropriate. Ten years ago teachers were writing objectives which began with such phrases as "to demonstrate," "to present," "to survey." That was before wide acceptance and use of the concept of behavioral objectives. To be sure, behaviors do seem indicated in the above phrases--but whose behaviors? Statements of objectives should focus sharply on changes in <u>students' behaviors</u> produced by teaching learning situations and activities. "The student will . . . ." and "the ability to . . . ." promise precise stipulations of student competence.

Have you observed that statements of objectives fall into three categories:

1. understandings, awarenesses, and insights

2. attitudes and feelings

3. skills.

Many current writers substitute "domain" for "category" and label the three groupings above with the terms "affective," psyco-motor," and "cognitive." Match these three more formal terms with the three earlier listings.

<u>Stating Behavioral Objectives for Classroom Instruction</u> by Norman E. Gronlund (MacMillan Company) is an excellent guidebook for teachers. An inexpensive paperback

available in the Campus Book Store, this text would serve you well in all situations for which you are or will be responsible for planning: Teaching Skills Center, special methods, student teaching, regular teaching.

About the sixth set of decisions, perhaps we should ask,"Evaluation in terms of what?" The point becomes evident in the question; evaluation strategies can have only one logical focus, assessment of the extent to which learners actually demonstrated behavioral changes as stipulated in the objectives. It is now clear that all the sets of decisions numbered 2-6 must be made in terms of objectives, the statements which result from the first set of decisions.

Please look again at the six sets of decisions. Would the developing of listings for these categories provide a usable format? To be sure, plans should not be stereotyped; they should be as different as the people who create them. However, uniqueness has its primary basis in the content of decisions, not in the manner in which decisions are recorded.

Needless to say, the scope of a particular plan would influence the extent to which the various sections are developed. A plan for a microlesson, for instance, would be based on a single concept, idea, or skill--a small segment of a daily plan. The lesson objective might well be a single statement which indicates not only the student behavior sought but also the teacher and class procedures to be employed. An easily followed topical outline of content and procedures probably would constitute the body of such a plan, with the conclusion consisting of a listing of evaluation strategies. The actual format might be similar to the following:

<u>Title</u>

I. Statement of objective

II. Topical outline of content and procedures

III. List of evaluation stragegies.

Several suggestions seem appropriate:

1. Be sure your plan is readable from a standing position. Use a marker or typewriter and leave plenty of space between entries.

2. Sheets of paper folded in half or very large note cards are easy to manage and are less conspicuous than whole sheets of paper.

3. Avoid using complete sentences in your plans, except perhaps in the statement of objective (s). The language of teaching should be spontaneous, should spring from the immediate situation. Effectively written topical entries will provide sound structure and all the reminders you will need.

4. Prepare a copy of each plan for your station counselor and hand it to him before you begin to teach.

Northeast Missouri State College
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Item 4

Establishing Set

The opening minutes of a lesson are extremely important, resembling closely the first part of a sermon. Here the teacher has an opportunity to arrest attention and elicit student interest and involvement in the work at hand. If he performs poorly in these minutes, he will find recovery of his fumble difficult. As the opening interval prospers, so prosper all the remaining minutes for lesson development and closure.

The projection of sincere enthusiasm and conviction of significance is vital to establishing a positive set. Relating the work at hand to previous and future lessons and to students' experiences will help students perceive relevance and expectations. A lesson treated as an isolated island will seldom elicit enthusiastic student response; a teacher who mopes through the beginning moments will generally be subjected to student responses at the same level.

The Performance Cycle

Teach-Critique Phase

Plan the beginning of a lesson about whose substance you are genuinely enthusiastic. Though the lesson itself undoubtedly would be far too long for a microlesson, construct the opening in such a way that it relates this particular lesson to previous and future work and to students' experiences. You will teach just the opening.

Through attitudes and methods let your feelings of enthusiasm and signifiance show. Work for immediate student involvement in the lesson. Close your presentation with the types of transitional statements which would allow you to move into the development phase of your lesson.

Reteach-Recritique Phase

Using the suggestions and insights acquired from the self, peer, and instructor evaluation provided in the teach phase, you may: 1) revise and reteach your initial plan, or 2) construct a new plan having the same purpose.

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Item 5
Achieving Lesson Closure

Without some type of planned opening and development a lesson could possess glaring deficiencies in continuity and structure. Though no less important, the ending of a lesson frequently receives slight attention. In fact, teachers are apt to prolong lesson development until the end of the period leaves no alternative to such a hurried teacher statement as, "Well that's it for today".

To be sure, lesson development is every instructor's primary objective. Nevertheless, a teacher has the responsibility for managing the teaching-learning situation in such a way as to promote maximum grasp and control of lesson content. Failing to cause students to reflect on their achievements can result in vague impressions concerning both lesson structure and class progress.

What is a lesson? At what point can closure be effected? Suppose a student teacher's lesson plan calls for class analysis of five issues and student involvement is sufficiently intense that only three can be treated. Does this work constitute a lesson worthy of careful closure? Of course. However if he lacks awareness of the importance of closure, this student teacher is apt to undertake a superficial analysis of the fourth issue. The end of the session would force a concluding of sorts, but students would probably leave with only a vague awareness of the concrete accomplishments of the session.

Incidentally, how are you going to remember the precise achievement of your classes overnight and between Friday and Monday, especially if you are teaching a plan to two or more sections? In the case of an unfinished lesson plan, simply writing the section number (fifth hour) in the margin will give you confidence concerning the appropriate beginning point. (You will not want to ask, "Class where did we stop on Friday?" If the teacher cannot remember, why should the students bother?) Be sure to make your notation while your memory is fresh--as the class leaves if at all possible.

Effective lesson closure also demands skillful use of time and continuity statements. Obviously the teacher mentioned in the above section must know how many minutes remain before he can choose between proceeding with the fourth issue or moving toward closure. (A teacher should devise some inconspicuous manner--watch on desk, etc.--to inform himself of the time; frequent glances at clock or watch constitute a damaging distraction.)

In addition to maintaining awareness of time, the teacher is responsible for statements which indicate: (1) the end of lesson advancement and (2) the relationship between the work of the current session and the next session. ("Class, let's be sure we are aware of the conclusions we have reached so far in this study. Tomorrow we will, of course, treat the remaining issues. Tim in what areas have we achieved consensus.") Opening the next session clearly calls

for statements which weld previous and current work ("Class, you will remember that we have examined three significant issues and have two remaining. Mike, please review our progress to date and, Sue, remind us of our remaining work.")

Just one final point. In the above sections on the closing and opening of sessions what inference did you draw concerning student initiative? You are correct: moments devoted to these purposes afford opportunities for assigning major responsibility to students. Careful consideration of their responses can yield the type of feedback essential to decisions related to pacing, review, additional treatment, etc.

The Performance Cycle

Teach-Critique Phase

Plan a clearly structured lesson which can be taught in approximately four minutes. Make careful provisions for a one to two minute ending in which you: 1) use statements which indicate the end of lesson advancement and the beginning of closure, 2) place heavy responsibility on students for lesson overview and summary, 3) preview future work by relating it to the work of today's session.

Reteach-Recritique Phase

Using the suggestions and insights acquired from the self, peer, and instructor evaluation provided in the teach phase, you may: 1) revise and reteach your initial plan, or 2) construct a new plan having the same purpose.

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Item 6
Varying the Stimulus

Establishing positive set is basic to securing student involvement in the work of a lesson or unit; employing a wide variety of stimuli is essential to maintaining and enhancing student interest. The tremendous contribution to learning of each sensory channel (vision, hearing, touch, taste, etc.) has long been recognized by psychologists and classroom teachers, yet few teachers consistently employ an optimum blend of stimuli. The monotone college professor peering up occasionally from yellowed lecture notes often represents the epitome of ineffectiveness.

Even after a dynamic beginning which elicits student interest, a teacher can "flame out," can let student interest drop from intense to low, if he overuses one sensory channel. For example, most of us learn more by sight than we do by sound. For a teacher to rely solely on speech when other vehicles would enhance student learning is educationally inefficient. Clearly, then, the teacher should employ every resource which will contribute to achieving the objectives which he and his class have established for a particular block of work. With the continuing development of instructional media, the modern teacher may choose from among many alternatives--from standbys such as the chalkboard and bulletin board to the computer.

Though less obvious than changes in instructional media, variations in actual teaching performance are also essential to maintaining student attention and interest. Unpredictability can be highly effective. On the other hand, standard behavior patterns can infect teaching style with dullness and wooden quality.

The four areas listed below afford much potential for stimulus variation:

1. Voice

Continuous modifications in rate, inflection, and volume enhance basic communication and help students maintain alertness. A droning voice fails to communicate the enthusiasm its owner may feel. Consequently, the students subjected to it generally lean more toward sleep than mental excitement. Beginning teachers also need to practice the use of pauses and extended periods of silence as a means for assuring frequent transitions from teacher talk to student participation, and for providing students with the time they need to formulate worthy responses.

2. Movement and gestures

As in the use of voice, the teacher can employ shifts in his position and a wide range of gestures to enhance both his communication and rapport with a class. Pacing distracts, but meaningful shifts in position contribute much to the effectiveness of an instructor's communication and the intensity of students' attention.

3. Tone

Sudden shifts from a serious to a lighter tone will often refresh a class and contribute much to maintaining attention and interest. Humorless teaching lacks color and promotes mental drifiting. Fresh, novel modes of expression can often contribute lightness, while worn out usage patterns enhance only monotony.

4. Interaction patterns

The two cameras and the switching device in each microteaching station have a definite purpose--to make the teacher who does all the talking aware of this fact. By structuring sessions to assure frequent class involvement, a teacher can contribute much to maintaining both attention and interest. The teacher of a microlesson who begins by saying, "My talk is about ...." probably should refine his conception of teaching.

The Performance Cycle

Teach-Critique Phase

Plan a lesson which lends itself to the use of teaching aids to achieve stimulus variation. During the teaching of this lesson, demonstrate your ability to maintain variation in voice, movement and gestures, tone, and interaction patterns.

Reteach-Recritique Phase

Using the suggestions and insights acquired from the self, peer, and instructor evaluation provided in the teach phase, you may: 1) revise and reteach your initial plan, or 2) construct a new plan having the same purpose.

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Item 7
Reinforcing

Many factors influence the extent to which students are willing to commit themselves to an area of study. An effective first encounter (establishing positive set) and experience through a variety of sensory channels (varying the stimulus) will do much to elicit and support student interest. However, for the individual student the most important single factor in any teaching-learning situation is undoubtedly his instructor's reaction to his responses.

Reacting appropriately to each student's responses, initiatives, and contributions is vital to effective teacher-student rapport. It is in this area that a teacher can heighten or destroy student incentive. How long students would sustain effort in the absence of teacher appraisal and reward is an open question. However, it can be stated with certainty that a teacher who is careless in this area will probably observe a steady erosion of any initial interest which his students display.

Most expressions of approval and disapproval are communicated through attitude, manner, actions, and oral and written statements. Potentially much more subtle than statements, manner, attitude, and actions provide the basis for potent non-verbal communication. Nevertheless, teachers must strive for effectiveness in their use of both verbal and non-verbal forms of reinforcement.

Non-Verbal Communication

All teachers need to realize that their attitudes and feelings toward students are more apt to surface by non-verbal than verbal means. Consequently, it is extremely important that a teacher accept and value each student as an individual human being. Disapproval of actions and conduct is one thing, but rejection of the student as a person is quite another.

The list which follows presents a mere sampling of the means by which teachers can reward and encourage through non-verbal communication:

listening attentively
nodding the head
smiling
gesturing
stepping toward a student

Verbal Communication

In this category the repertoire of usable expressions is limitless. Strangely, though, teachers are apt to fall into usage ruts, particularly beginning teachers. It is not uncommon to hear a teacher respond to student contributions for a long interval with no more color or variety than can be achieved through: "Ok."

"All right." "Ok." "All right." "All right." "Ok," etc., etc., etc., and etc.

Effective classroom communication requires skill in the use of two broad categories of statements:

1. Those statements which communicate a particular problem, task, or challenge. Example: "How would the meanings you associate with the concept of environment differ from the meanings a pioneer would have assigned to this concept?"

   A relationship between this type of statement and the main points of a lesson plan is obvious. In short, these statements can have their basis in advanced study and planning.

2. Those statements which relate student contributions in a meaningful manner and give students a sense of achievement. Example: "Good, Jim. Class, what is your reaction to Jim's position?"

Skillful use of the second type of statement is generally achieved only after much observation and practice. In no case can a teacher accurately anticipate appropriate responses to particular students' contributions. Consequently, statements whose purpose is to encourage and relate must have their genesis in the actual teaching-learning situation.

For example, responding to a contribution which is only partially adequate with, "No, that's not what I had in mind," will soon convince students that unless they can come up with the teacher's interpretation, there is no need to try. In response to an incomplete or inadequate contribution, the teacher might say, "Thank you, Marsha--you have us started. Who can provide additional explanations or interpretations.?" In the case of wrong answers, he could inquire,"What evidence caused you to reach that conclusion, Tim?"

A Special Plea

In most teaching, including our microteaching, the observer frequently hears: "Who can give ME an example?" "I want an illustration of ...." "That's not what I had in mind." "Explain for ME," etc.

Users of these statements do not realize how teacher-centered and teacher-dominated such expressions make teaching-learning activities seem to students. Few teachers seem to realize the reluctance adolescents inevitably demonstrate in doing anything which is so conspicuously for the teacher. Being rewarded publicly for "trying to please the teacher" does little for the adolescent ego.

Simple, easy alternatives are readily available: "Who can give an illustration?" "For this work you will need to ...." "Is this position supported by evidence, class.?" "This project calls for the collecting of specimen." These statements

give work a class, rather than a teacher orientation. Students will not only extend themselves more readily but will also benefit much more personally and socially from their teacher's attempts at reinforcement.

Use the personal pronouns I and ME with great care!

The Performance Cycle

Teach-Critique Phase

Plan a lesson for which teacher-student interaction is the featured procedure. (Example: In a lesson on ecology a teacher could give students responsibility for identifying local forms of pollution.)

Focus your attention on your own responses to student contributions and employ statements and non-verbal behaviors which encourage through appropriate positive recognition.

Check your statements for the very common overuse of: ALL RIGHT," "OK," "I," and "ME."

Reteach-Recritique Phase

Using the suggestions and insights acquired from the self, peer, and instructor evaluation provided in the teach phase, you may: 1) revise and reteach your initial plan, or 2) construct a new plan having the same purpose.

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Item 8
Recognizing and Maintaining Attending Behavior

In any teaching-learning situation a skilled observer can assess the quality of teacher-class rapport and the intensity of student involvement by means of the visual and auditory cues which are inevitably available. However, such analysis of feedback is usually difficult for a student or a beginning teacher. Intense concentration on lesson content, teaching materials, and class activities and procedures reduces sensitivity to the types of input that can provide the basis for adjustments in content and strategy to meet the demands of the immediate situation.

Have you ever had your car's headlights or windshield wipers fail when you really need them? All of a sudden you were cut off from the information and impressions necessary for safe steering, braking, accelerating, etc. Very heavy attention to content, strategy, or activity will ordinarily result in blindness just as real as that felt by an unfortunate driver. Curiously, though, the beginning teacher seldom experiences immediate panic and generally proceeds until what started as a slight short circuit develops into a major power failure. At this point teacher-class communication fails and rapport declines, providing ample basis for a variety of discipline problems.

If good discipline can be construed as having its basis in constructive student involvement in meaningful activity, then a strong case can be made for continuous attention to the many cues available in all teaching-learning situations. Inevitably, close scrutiny of the performance of an effective teacher will reveal that this person is continuously aware of what is going on among his students. Such a teacher responds effectively to feedback to make whatever adjustments are necessary to maintain initial student involvement.

The opening minutes of a teaching-learning session are particularly challenging for the new teacher. Taking attendance, readying materials and aids, and other routine responsibilities tend to distract the beginner. As a result, he often plunges into the work of a session without achieving student readiness (attending behavior). Such a session ordinarily goes from bad to worse; those students who were talking or doing other things at the beginning tend to maintain momentum in inappropriate directions. Those students who were trying to attend at the beginning frequently become either discouraged or distracted and join in on the activities of the non-attending students. Believe it or not, many minutes may pass before the inexperienced teacher realizes that figuratively speaking his students have left.

Beginning only after students are ready, are attending, is a must. Every teacher must develop verbal or nonverbal means for communicating his own readiness for the beginning of activity and should use other means for delaying class procedures until student readiness is apparent. From the point of beginning until the end of the session he must employ eye-to-eye contact as the basis for a keen awareness of cues. Such an awareness will allow him to make whatever

adjustments seem necessary to:

1. move from an abstract to a more concrete challange;
2. restate or recast questions or explanations;
3. change the pace of class activity (the use of sudden silence can be effective),
4. lighten classroom tone by injecting humor;
5. vary activities and procedures.

Representative Cues	Typical Behavior
1. Interest	Attending behavior evidenced in responsive facial expressions, especially eyes. Posture generally erect, leaning toward the center of attention (teacher, screen, student leaders, etc.).
2. Lack of involvement	Vacant staring (even at the teacher) and irrelevant and inappropriate comments and activities. Posture, casual to careless.
3. Boredom	Similar to the above.
4. Bewilderment and other frustrations	Frowns and other negative facial expressions, especially forehead and eyes. A variety of gestures and posture adjustments to indicate feelings ranging from dismay to anger.

The Performance Cycle

Teach-Critique Phase

Design a lesson with a structure so simple that you can concentrate on your students' responses. Be sure that your students are ready (are attending) before you allow activities to begin. Since your students will want to provide you with opportunities to demonstrate your resourcefulness in responding to feedback, you should be prepared for mild stress situations.

A note to students:

Be resourceful in generating cues which indicate low involvement, inattention, boredom, confusion, etc. Just keep the stress mild. Be ready to resume the role of an effective student when your teacher responds appropriately to the cue you are generating.

Look around the class to avoid generating a number of simultaneous cues--give your teacher a chance by stringing out his challenges, with short intervals between.

Just remember that you will take your turns at teaching. "Do unto others...."

Reteach-Recritique Phase

Using the suggestions and insights acquired from the self, peer, and instructor evaluation provided in the teach phase, you may: 1) revise and reteach your initial plan, or 2) construct a new plan having the same purpose.

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Item 9
Managing Interaction

One of the most dynamic forces in a teaching-learning situation is the mutual influencing which inevitably occurs among the participants. This influencing has both verbal and non-verbal dimensions and begins as soon as two people are together. Needless to say, the presence of a teacher ordinarily shapes both the structure and direction of classroom interaction.

A conspicuous strength in the performance of a master teacher, effectiveness in managing interaction is vital to success in teaching. As might be expected, effectiveness in such an important skill requires sensitivity to and competence in several subtle facets of human relationships:

1. The affective dimension (tone and atmosphere)
   How the teacher feels about his students, how the students feel about their teacher and about each other, and how both teacher and students feel about the work on which their attention is focused in which evaluation can occur. Non-verbal, as well as verbal, behaviors exert strong influence.

2. The cognitive dimension
   Level of mental activity and extent of student responsibility and participation are primary concerns.

3. The verbal dimension
   Close attention to the kinds of statements made and questions asked is necessary.

At this point it is apparent that everything a teacher does or says has potential for influencing the manner in which students respond to: 1) him as a person 2) each other, and 3) the work at hand. Clearly continuous assessment of his own input is necessary if a teacher is to be aware of the effects of his verbal and non-verbal behaviors and teaching procedures.

Contrasting conceptions of teacher input are evident various teaching styles. The delivery man is very conscious of prepackaged cargo. His input strategy is to deliver the goods in acceptable condition, his classroom procedure centers on transmitting a lesson fabricated in another context. Interaction patterns consist primarily of a teacher-to-students flow with an occasional reversal in the form of answers to teacher questions.

The effective leader of learning plans carefully but exerts a distinctly different type of input on the teaching-learning situation. He carefully selects the types of procedures, statements, and questions which will cause students to interact with course substance and among themselves and thus achieve valuable attitudes, insights, and skills. To be sure teacher-to-student interaction is apparent in his class, but the frequency with which students initiate interaction with the teacher and with each other is significantly higher. Though based on well formulated plans, this

teacher's sessions become what the combined resources of all the personnel in the teaching-learning situation can make them.

Since direct and implied questions constitute an important means for stimulating thought and interaction, every teacher needs to subject the verbal interaction of his classroom to continuous critical analysis. An outline of a widely used verbal interaction category system is included on the last page of this training packet. Close study of these categories will yield a valuable awareness of the types of verbal response options available to both a teacher and his students.

Guidelines for the use of verbal options are also needed. The list which follows attempts only to illustrate the types of criteria which a teacher will need to employ in assessing the effectiveness of interaction in the teaching learning situations for which he has responsibility:

1. Teacher talk versus student talk

   As a result of studying the interaction in their own classrooms, a group of experienced teachers recently achieved significant gains in the number and length of student responses. The critical variable was undoubtedly a modification in teacher input. (The delivery style described earlier usually produces a predictably narrow range of interaction as the result of the low level of responsibility assigned to students.)

2. Cognitive level
   Teacher input is the key factor here. If questions skim the surface (who, what, where, when) and fail to probe (why), little mental excitement will be evident in students' short responses. A well formulated probing question can elicit extended responses from several students.

   The Northwest Regional Educational Laboratory has identified the four levels of thinking listed below. Examine these for their potential for eliciting spirited interaction:

   A. Recall of previously learned or memorized facts (the lowest level)

   B. Organization of specific facts according to concepts or categories

   C. Interpretation and statement of relationships, inferences, generalizations and principles

   D. Application of discovered knowledge to new or different situations (the highest level)

An appropriate combination of input strategy and cognition level is needed to elicit animated student response. The effective teacher avoids monopolizing and shares responsibility and work freely with his students.

3. Question clarity
   "What about campus unrest?" and "What did you think about the story?" fail to communicate with sufficient precision. In response to the first question

an attention-seeking student might well respond, "Ya! What about it?" To the second, he might respond with "Ugh!"

4. Direction and source of interaction
Lively interaction almost always includes interaction initiated by students. Voluntary exchanges with each other and with the teacher may be regarded as an indicator of the intensity of student involvement and are a refreshing variation of the usual question-answer, question-answer, question-answer
p pattern.

5. Reinforcement as teacher input
Effective verbal and non-verbal reinforcement provides thrust for interaction.

6. Breadth of participation
Talkative and reticent students need special handling. Highly verbal students should not crowd the quiet ones out. Teachers can provide effective influence through such continuity statements as, "Several of you have already made helpful contributions. Jack, we haven't heard from you. What is your interpretation?"

7. Question openings
Though undoubtedly the most frequently used, "Ah, what about...." and "Well, how about...." are weak and monotonous question openers. Variety, please!

8. Pre-cueing
Generally, a teacher can maintain more intense student attention if he does not identify the recipient of a question until after the question has been stated. However, for a particularly demanding challenge, a student deserves time to formulate his response. In such a case, giving advance notice ("In just a moment, we will hear Sue's analysis of....") will enhance student effectiveness.

The Performance Cycle

Teach-Critique Phase

Plan a lesson for which your basic strategy is interaction stimulated by probing questions, questions which go beyond the cognitive surface and treat issues or unresolved aspects of your content. Employ continuity and reinforcing statements to elicit: 1) multiple responses to each issue and 2) peer reaction to students' contributions. Be sure to stimulate interaction among students as well as with you--and be certain that each member of your class participates.

Reteach-Recritique Phase

Using the suggestions and insights acquired from the self, peer, and instructor evaluation provided in the teach phase, you may: 1) revise and reteach your initial plan, or 2) construct a new plan having the same purpose.

THE VERBAL INTERACTION CATEGORY SYSTEM (VICS)*

TEACHER — INITIATED

1. Gives Information or Opinion: presents content or own ideas, explains, orients, asks rhetorical questions. May be short statements or extended lecture.

2. Gives Direction: tells pupil to take some specific action; gives orders, commands.

3. Asks Narrow Question: asks drill questions, questions requiring one or two word replies or yes-or-no answers; questions to which the specific nature of the response can be predicted.

4. Asks Broad Question: asks relatively open-ended questions which call for unpredictable responses; questions which are thought-provoking. Apt to elicit a longer response than 3.

TEACHER — RESPONSE

5. Accepts: (5a) Ideas: reflects, clarifies, encourages or praises ideas of pupils. Summarizes, or comments without rejection.
(5b) Behavior: responds in ways which commend or encourage pupil behavior.
(5c) Feeling: responds in ways which reflect or encourage expression of pupil feeling.

6. Rejects: (6a) Ideas: criticizes, ignores or discourages pupil ideas.
(6b) Behavior: discourages or criticizes pupil behavior. Designed to stop undesirable behavior. May be stated in question form, but differentiated from category 3 or 4, and from category 2. Gives Direction, by tone of voice and resultant effect on pupils.
(6c) Feeling: ignores, discourages, or reflects pupil expression of feeling.

PUPIL — RESPONSE

7. Responds to Teacher: (7a) Predictably: relatively short replies, usually, which follow category 3. May also follow category 2, i.e. "David, you may read next."
(7b) Unpredictably: replies which usually follow category 4.

8. Responds to Another Pupil: replies occurring in conversation between pupils.

PUPIL — INITIATED

9. Initiates Talk to Teacher: statements which pupil directs to teacher without solicitation from teacher.

10. Initiates Talk to Another Pupil: statements which pupils direct to another pupil which are not solicited.

OTHER

11. Silence: pauses or short periods of silence during a time of classroom conversation.

12. Confusion: considerable noise which disrupts planned activities. This category may accompany other categories or may totally preclude the use of other categories.

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* Amidon, Edmund and Elizabeth Hunter. Improving Education. New York: Holt, Rinehart and Winston, Inc., 1966, p. 211

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Item 10
Using Appropriate Frames of Reference

Long ago you observed that complete meaning, total understanding, is almost never achieved. Consider the meaning of an unfamiliar word for instance. In your initial encounter you probably achieved only a vague conception of the portion of human experience for which this word serves as the symbol.

At first you were probably able to recognize but not use this word. Even though widely separated in time later encounters in a variety of contexts added layers of meaning and enhanced your understanding to the point that, consciously or unconsciously you began to use the word in your writing and speaking. Even now you are undoubtedly acquiring additional shades of meaning, a process which will continue indefinitely.

Experience in the form of multiple encounters which yield a variety of perspectives is, of course, the vehicle for the type of learning described above. As a young student did you read the poem about the blind gentlemen who attempted to learn what an elephant is like by individually examining single physical features: ear, tusk trunk, hide, leg, and tail? Each examiner reached a conclusion and reported:

"very like a fan"
"very like a spear"
"very like a snake"
"very like a wall"
"very like a tree"
"very like a rope".

On the basis of a very limited perspective, each examiner reached a fairly accurate conclusion. However, the elephant that they tried to picture mentally would have benefited greatly from a sharing of perspectives. In this particular case it would have been far better if the creature had been put together by a committee.

Imagine that a member of the Peace Corps is teaching young members of a very primitive society. Since his students have never even seen many simple items which we take for granted, the teacher has brought a brick and a book to class today. Intense curiosity is apparent, but in his demonstration the teacher allows his students to view only the end of the brick and the spine of the book. Moral: too obvious to warrant further comment.

For years you have distinguished between teaching that is dull and monotonous and teaching that is fresh and lively. But have you been precise in your analysis? Excessive reliance on a single teaching-learning resource can contribute a great deal to dullness. In fact, textbook analysis with no attempt to reach beyond this resource for amplification and application can be deadly.

Think for a moment of the most vital teacher you can remember. You may recall that he told many stories that he always had an illustration or elicited an appropriate

one from the class. His sessions were probably well seasoned with anecdotal references that seemed to relate and clarify and certainly seemed to go far beyond any one teaching-learning resource. Effective use of appropriate frames of reference is easily discernible in the performance of a master teacher.

Failure to employ multiple perspectives and multiple applications can provide the basis for a variety of teaching-learning problems. Since varied experience adds depth of meaning, students may stay unnecessarily near the surface. In addition, missing opportunities for the use of illustrations from students' experiences can result in very low key involvement on their part and thus retard their progess toward new bursts of meaning.

How would you encourage your students to approach a topic such as population control? Conceivably an analysis of this topic could be based primarily on statistics. Such a treatment could be unnecessarily limited--and perhaps very dull. From what other viewpoints or frames of reference could your students approach this important topic? Consider those that follow:

politics	sociology
economics	psychology
education	environment
religion	health

Other frames of reference could undoubtedly be added, but the point is clear: this type of treatment enhances learning by generating bursts of meaning (insights) which transcend the benefits of restricted analysis.

The Performance Cycle

Teach-Critique Phase

Base a plan for a microlesson around a concept, skill, event, or trend which will enable you to employ several frames of reference. Be sure to give your students maximum responsibility for supplying both frames of reference and illustrations and applications within each frame or viewpoint. Also use transitional statements carefully to help your students move from frame to frame.

Reteach-Recritique Phase

Using the suggestions and insights acquired from the self, peer, and instructor evaluation provided in the teach phase, you may: 1) revise and reteach your initial plan or 2) construct a new plan having the same purpose.

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DR. JUDSON MARTIN	VIOLETTE HALL 264	3307
DR. RICHARD MEASE	VIOLETTE HALL 273	3384
MR. WILLIAM MATTHEW	OPHELIA PARRISH, PRINCIPAL	2767
DR. ELI MITTLER	BALDWIN HALL 101	3327
MR. CLARENCE MURPHY	VIOLETTE HALL 263	3437
MR. PETE NICOLETTI	BALDWIN HALL 203	3342
DR. JACK REISKE	VIOLETTE HALL 275	3384
MR. ANDY SKINTA	VIOLETTE HALL 247	3300
MR. RICHARD ST. CLAIR	VIOLETTE HALL 261	3435
DR. H. B. TATE	VIOLETTE HALL 241	3322
DR. FRED TAYLOR	VIOLETTE HALL 262	3436
DR. HOWARD TERRY	VIOLETTE HALL 255	3428
DR. LINN TERRY	VIOLETTE HALL 254	3428
DR. JEROME THAYER	VIOLETTE HALL 276	3384
DR. J. C. WRIGHT	BALDWIN HALL 127	3332
DR. ROBERT WRIGHT	VIOLETTE HALL 267	3384

STUDENT TEACHING STAFF DIRECTORY

Dr. Larry Davis, AGRICULTURE, IE 129, 3350
Miss Helen Babbitt, ART, BH 301, 3375
Dr. Mary Belle Jepson, ART, BH 311, 3358
Mr. Neil Pollard, ART, BH 310, 3358
Dr. Robert L. Sprehe, BUSINESS EDUCATION, VH 115, 3323
Dr. Marlow Ediger, ELEMENTARY EDUCATION, VH 257, 3438
Mrs. Elizabeth Evans, ELEMENTARY EDUCATION, VH 256, 3432
Mr. William Lewis, ELEMENTARY EDUCATION, KB 220, 2766
Dr. Fred Taylor, ELEMENTARY EDUCATION, VH 262, 3436
Dr. Howard M. Terry, ELEMENTARY EDUCATION, VH 255, 3428
Mrs. Rose Shanight, HOME ECONOMICS, VH 177, 3434
Dr. D. D. Nothdurft, INDUSTRIAL ARTS, IE 124, 3431
Dr. Robert Stephens, INDUSTRIAL ARTS, IE 125, 3313
Mr. Hubert T. Moore, ENGLISH AND SPEECH, NH 302, 2158
Mr. Everett Porter, ENGLISH AND SPEECH, NH 200, 2146
Miss Donna Nelms, FOREIGN LANGUAGE, NH 304, 2160
Dr. Ken Stilwell, MATHEMATICS, VH 284, 2768
Mr. Edward Bostley, MUSIC, BH 263, 2763
Mrs. Claudine Terry, MUSIC, BH 262, 3306
Dr. Mary Margaret Estes, PHYSICAL EDUCATION, PB 329, 3387
Dr. Max Cogan, PHYSICAL EDUCATION, PB 216, 3339
Mr. Boyd King, PHYSICAL EDUCATION, PB 208, 2738
Dr. Jack Magruder, SCIENCE, SH 215, 2794
Mr. William Kitts, SOCIAL SCIENCE, LB 134, 3412
Dr. Pauline D. Knobbs, SOCIAL SCIENCE, KM 100, 2756
Dr. Jerry Stremel, SOCIAL SCIENCE, LB 117, 3340
Mrs. Betty Bejcek, SPECIAL EDUCATION, VH 143, 2785
Mr. Phillip Streun, SPECIAL EDUCATION, 3397
Dr. William McClelland, SPEECH CORRECTION, VH 164, 3397
Dr. Loren Grissom, DIRECTOR OF STUDENT TEACHING, VH 247, 3300

8 file

71

DEMONSTRATION OF NEW EQUIPMENT — Lee W. Ke of Alexander Electronics, Inc., the company responsi equipment, explains how to operate the newly instal Teaching Skills Center. Looking on are (Left to Rig Visual Education at NMSC; Dr. Loren Grissom, dire Taylor Lindsey, Head, Division of Education.

1971 Will Begin The 'Microteaching At

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The result?

"Northeast Missou College will soon have finest and most comp training sequences in west based in an 'Teaching Skills Cente

Manufacturing Firm Moving to Rolla

Rolla city officials have signed a contract with a St. Louis garment manufacturing firm that will bring a new tenant to the building formerly occupied by the Rolla Shoe Factory, 204 E. Seventh, and will open at leas

REDUCE SAFE & FAST with Go-Bese Tablets & E-Vap "water pills." Gibson Pharmacy. (1rm)

SOUP'S on, the rug that is, clean with Blue Lustre. Rent electric shampooer $1. Davis Paint Store, west side square. (5)

FIGHT FATIGUE with Zippie, the great iron pill. Only 1.98. Gibson Pharmacy. (1rm)

NOTICE OF LETTERS OF ADMINISTRATION WITH WILL ANNEXED GRANTED
(Sec. 37, Code of 1955, 473.033, RSMo.)

State Of Missouri,)
County Of Adair)ss.

In The Probate Court Of Adair County, Missouri, At Kirksville

In the estate of J. Francis Brown, Deceased.

Estate No. 25132

To all persons interested in the estate of J. Francis Brown, Decedent:

On the 21st day of January, 1971, the last will of J. Francis Brown was admitted to probate and Russell D. Roberts was appointed the administrator with will annexed of the estate of J. Francis Brown, decedent, by the Probate Court of Adair County, Missouri, on the 21st day of January, 1971. The business address of the administrator with will annexed is P.O. Box 218, Kirksville, Missouri, and his attorney is Russell D. Roberts of Kirksville, Missouri, whose business address is P.O. Box 218.

All creditors of said decedent are notified to file claims in court within six months from the date of this notice or be forever barred.

Date of first publication is January 25, 1971.

(SEAL)

JOYCE P. McKERVEY
Judge of the Probate Court of Adair County, Missouri

To be published in the Kirksville Daily Express & News.
(Jan. 25-Feb. 1-8-15)

NOTICE OF APPOINTMENT OF GUARDIAN
(Sec. 309, Code of 1955, 475.140, RSMo.)

State Of Missouri,)
County Of Adair)ss.

In The Probate Court Of Adair County, Missouri

In the estate of Gaynell Fountain, Incompetent.

Estate No. 25118

To all persons interested in the estate of Gaynell Fountain, Incompetent:

On the 22nd day of January, 1971, Volney R. Fountain was appointed guardian of the person and estate of Gaynell Fountain, a person adjudicated incompetent under the laws of Missouri, by the Probate Court of Adair County, Missouri. The business address of the guardian is Route 3, Novinger, Missouri, and his attorneys are Jayne, Oswald & Cottey, whose address is 115½ W. Washington, Kirksville, and whose telephone number is 665-7217.

All creditors of said incompetent are notified to file their claims in the Probate Court within nine months from the date of first publication of this notice or be forever barred.

Date of first publication is the 25th day of January, 1971.

(SEAL)

JOYCE P. McKERVEY,
Judge, Probate Court of Adair County, Missouri

To be published in the Kirksville Daily Express & News.

Macon Co Budget fo 1971 App

(From the Maco Herald)

The 1971 budget County has been the State Auditor, Bond.

Marilyn Petre, (and Budget Office County, gives the ures on the 1971 bud

The County has tax levy of .50 ce valuation with the used in the Gene Fund. The expecte anticipated in 19 real estate tax $9 sonal tax $29,958. and utility tax $44, chants tax $1,869. tax $3,989.24. Othe revenue include po licenses $1,675, acc from officers $14,0 refunds $880, an refunds from sta

The appropriatio lows: salaries, fe expense $157,530. ministration $4,2 costs $6,000, publi health service $ contingent expense tions $54,038.50 a fund $15,000. These total $282,030.77.

The Road and Br erates a .35 cent $100 assessed valu pected tax revenu in 1971 will be: r $71,168.29, perso 221.20, railroad a $35,552.86, merc 354.37, intangible

There are four in Macon County. Plata Special Roa ceive 80 per cent collected in their Lingo Special, wit levy, receives 90 rest of the county common road dis anticipated revenu trict is $89,011.62.

The Road and priations are as $42,000, supplies $8,000, lumber $ tural metal $7,5 equipment $9,000 social security $2 paid obligations $5 on tax anticipatio Total approved R expenditures for

71

DEMONSTRATION OF NEW EQUIPMENT – Lee W. Kesner (second from right), superintendent of Alexander Electronics, Inc., the company responsible for the installment of the electronic equipment, explains how to operate the newly installed cameras and recorders in the NMSC Teaching Skills Center. Looking on are (Left to Right): Forest L. Crooks, director of Audio-Visual Education at NMSC; Dr. Loren Grissom, director of student teaching; Kesner; and, Dr. Taylor Lindsey, Head, Division of Education.

1971 Will Begin The Era Of 'Microteaching At NMSC

Will 1971 begin the era of the "Microteacher"? Well, not exactly, but it will begin the era of "microteaching" at Northeast Missouri State College in Kirksville, according to Dr. Loren Grissom, director of student teaching at the college.

"Teacher education is moving rapidly away from almost exclusive reliance on conventional classwork as the basis for pre-student teaching preparation," Dr. Grissom commented. "In an attempt to assure readiness for the high-risk situation inherent in student teaching, institutions are providing their trainees with extensive early involvement in various aspects of the teaching act."

Developed less than 10 years ago, the experimental technique--known as "microteaching"--has caught on in more than half of all teacher education programs.

"For the past 18 months the teacher education faculty of NMSC has been conducting a comprehensive study of the national trends in teacher education, applications on selected campuses in Missouri, Kansas, Illinois and Wisconsin, and the types of experiences which would most effectively meet the urgent needs of our teacher education program." Grissom explained. "From this study came strong recommendations for the establishment of training laboratories which would provide individualized pre-student teaching training and practice in the use of teaching devices, the preparation of instructional materials and videotaped microteaching."

The result?

"Northeast Missouri State College will soon have one of the finest and most comprehensive training sequences in the Mid-west based in an innovative 'Teaching Skills Center' located in Violette Hall," Grissom said. "The function of this Center is a compuswide training program for all prospective teachers."

The NMSC 'Teaching Skills Center' will provide a program of early professional laboratory experiences for all elementary and secondary education majors in all divisions which will include four components: audio-visual utilization; instructional materials preparation; micro-teaching; and, actual school experience. Each of these training components will feature a sequence of low-risk, performance-oriented experience designed to heighten teacher education majors' readiness for the high-risk challenges of student teaching.

In general terms, the prospective teacher should gain heightened confidence through self-awareness and competence in specific teaching skills; and, the inclination and ability to use the results of self-analysis to effect modification in teaching performance.

The specific scope and purposes of the four program components are as follows: The Audio-Visual Laboratory will provide training in the use of such devices as overhead projectors, opaque projectors, film-strip projectors, slide projectors, 16 m.m. projectors, 8 m.m. projectors, tape recorders, and record players. Through practice, students will learn to use each of these teaching devices with skill.

The Microteaching Laboratory, the most elaborate of the Center's three training facilities, will provide teacher education majors with numerous low-risk, scaled-down teaching experiences. The training sequence which will be used in the Microteaching Lab will reflect the stress on specific performance competencies observable in the profession at large. There will be six microteaching stations and one control room. Each station will be equipped with front and rear wall-mounted cam-

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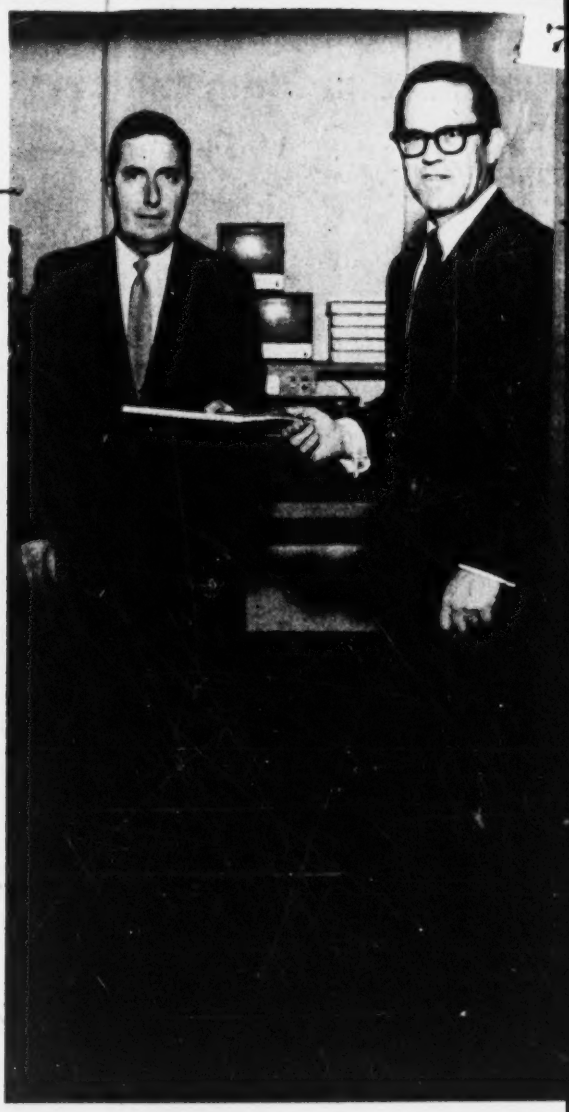

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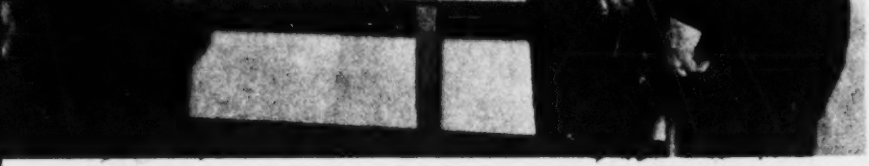
PRESENTATION OF OPERATIONAL MANUAL – Donald Do (right), construction manager of Pierce & Pierce Archi St. Louis, presents Dr. Loren Grissom, NMSC direc student teaching, with the 'Teaching Skills Center' opera manual upon completion of the project.

Donaldson managed the project for the college and mad tain that all timetables were met.



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The NMSC 'Teaching Skills Center' will provide a program of early professional laboratory experiences for all elementary and secondary education majors in all divisions which will include four components: audio-visual utilization; instructional materials preparation; microteaching; and, actual school experience. Each of these training components will feature a sequence of low-risk, performance-oriented experience designed to heighten teacher education majors' readiness for the high-risk challenges of student teaching.

In general terms, the prospective teacher should gain heightened confidence through self-awareness and competence in specific teaching skills; and, the inclination and ability to use the results of self-analysis to effect modification in teaching performance.

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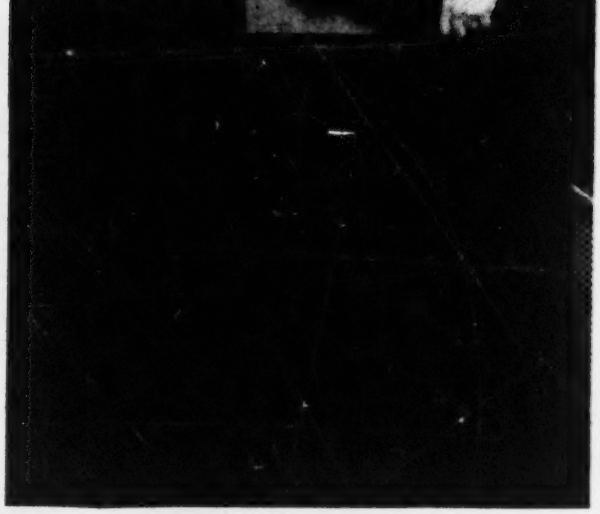
The Microteaching Laboratory, the most elaborate of the Center's three training facilities, will provide teacher education majors with numerous low-risk, scaled-down teaching experiences. The training sequence which will be used in the Microteaching Lab will reflect the stress on specific performance competencies observable in the profession at large. There will be six microteaching stations and one control room. Each station will be equipped with front and rear wall-mounted cameras and a monitor enabling the five or six members of each micro-class to present five-minute lessons featuring a single concept or a single skill and then analyze both their own behaviors and the responses of their students through viewing an immediate replay of their performance. Self, peer, and instructor analysis and evaluation will provide the basis for re-teach cycles, during which trainees will strengthen their performance by incorporating the modifications indicated in the analysis of the initial lessons. Students will demonstrate competency in such specific teaching skills as motivating and reinforcing; introducing and closing lessons; developing lessons; obtaining and maintaing attending behavior; analyzing and managing interaction; and, making assignments.

The "School Experience" sequence of the program will enable the prospective student teachers to observe and participate in elementary and secondary classrooms. In addition to observing, the student will participate in such functions as taking roll; preparing simple materials and displays; distributing and collecting materials, monitoring small group work sessions; tutoring individuals and small groups; grading objective tests; and, recording grades and maintaining other records.

The advantages of the Teaching Skills Center and School Experiences Programs can be summarized as follows: (A) Opportunity for sufficiently early and extensive involvement in low-risk teaching experiences to enable students with strong qualification to proceed through toward teaching careers with increased confidence and to enable students with weak qualifications to make other career choices without great loss of college credit; (B) Opportunity to experience and analyze a variety of teaching styles (C) Sharp focus on specific performance competencies with extensive experience in teach reteach cycles; (D) Immediate feedback as the basis for continuous analysis and evaluation; (E) Means for prospective teacher to achieve self-understanding and development well in advance of high-risk student teaching experiences.

"Research at other teacher education institutions has consistently reported significant gains in confidence, skills competence and general professionalism as the result of clinical training in specific teaching skills," Grissom concluded "We want our students to perform well and maintain the distinguished reputation that NMSC has established in teacher education."



PRESENTATION OF OPERATIONAL MANUAL – Donald Donalson (right), construction manager of Pierce & Pierce Architects, St. Louis, presents Dr. Loren Grissom, NMSC director of student teaching, with the 'Teaching Skills Center' operational manual upon completion of the project.

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Microteaching Lab Most Elaborate

Teaching Skills Cent

By Walter Gilbert

"Watching yourself on television is fascinating." This was a typical comment of teachers experiencing clinical training in specific teaching skills sponsored by the U. S. Office of Education. A Teaching Skills Center will be composed of three laboratories: 1) audio-visual utilization, 2) instructional materials preparation, and 3) microteaching. These laboratories will provide intensive skills training for all juniors and seniors enrolled in teacher education.

Audio-visual utilization will train the student to demonstrate competence in operating teaching devices. The devices used will range from 16 m. m. projectors to tape recorders and record players.

In the instructional materials preparation laboratory students will demonstrate competence in the use of teaching materials by means of self-instruction and guided application. Some of the instructional materials will be produced through the use of duplicators, photocopiers, transparency makers, and stencil lettering equipment.

The micro teaching laboratory will be the Center's most elaborate training facility. It will provide teacher education majors with numerous low-risk, scaled down

'75

Former Head I. U. at Grid Banquet T

Ray Eliot, former football coach and cur director at the University of Illinois, will addre honoring the 1970 Northeast Missouri State dogs, co-champions of the MIAA Conference

Athletic Director James A. Dougherty said the banquet, open to the public, would be in the Georgian Room, Student Union building, at 7:30 p.m. Tickets will be on sale for $3.00 per person at the Student Union, the College Athletic office, and the three Kirksville banks. Out of town persons may write the Athletic office, according to Dougherty.

Eliot, a noted public speaker, retired in 1960 from active coaching after 28 years of service, 23 of which were at his alma mater, Illinois. As head football mentor from 1942 through 1959, he directed the Illni to three Big Ten titles or co-championships and two Rose Bowl victories. Eliot guided several all-star squads, including the collegiate eleven in the **Chicago Tribune** ann

He gradua after a dist baseball car began at Il ville, where ball and bas turning to h

Eliot was line coache team and h squad durin Illinois staf

Among a are the Pres Coaches A **Angeles Tin** Award in 19 in 1956, the 1961, and M the Year A

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quence, and reinforcing students'
responses.

There will be six microteaching stations and one control room. Each station will be equipped with wall mounted cameras in both front and rear. The station will also be equipped with a monitor for viewing the "instant replay." Each micro-class, consisting of a teacher and five students, will present five-minute lessons and then analyze both their own behaviors and the responses of the others by watching themselves on the monitor. Re-teach cycles will provide an opportunity for the trainees to strengthen their performance by incorporating the modifications indicated in the analysis of the initial lessons.

Principal advantages of microteaching may be listed as:

A. Opportunity for sufficiently early and extensive involvement in low-risk teaching experiences to enable students with strong qualifications to proceed toward teaching careers with increased confidence and to enable students with weak qualifications to make other career choices without great loss of college credit.

B. Opportunity to experience and analyze a variety of teaching styles.

C. Sharp focus on specific performance competencies with extensive experience in teach-reteach cycles.

D. Immediate feedback as the basis for continuous analysis and evaluation.

E. Means for prospective teacher to achieve self-understanding and development well in advance of high-risk student teaching experiences.

The recommendations for the individualized pre-student teaching training and practice came from a survey by the teacher education faculty. The survey covered national trends in teacher education, applications on selected campuses in Missouri, Kansas, Illinois, and Wisconsin, and the types of experiences which would most effectively meet the urgent needs of our teacher education program.

Research at other teacher education institutions has consistently reported significant gain in confidence, skills, competence, and general professionalism as the result of clinical training in specific teaching skills.

Yes, students will soon be able to watch themselves on television, compliments of micro teaching. The Teaching Skills Center has a lot to offer to those enrolled in teacher education.

Northeast Missouri Teachers Association

SPRING MEETING

CONTROL ROOM OF NEWLY ESTABLISHED MICRO TEACHING LABORATORY AT NORTHEAST MISSOURI STATE COLLEGE

Friday, March 12, 1971

Northeast Missouri State College
Kirksville, Missouri

Micro Gaining Much Attention Thanks to Teaching Skills Center

By Carol Speck

Mini, midi, and maxi may have set new trends in the area of fashion, but the micro, taking the form of the Micro-Teaching Skills Center, has set precedents in teacher training at the College.

The Teaching Skills Center is composed of three training laboratories in Violette Hall: Audio-Visual Utilization, Instructional Materials Preparation, and Microteaching. It is the product of studying program facilities on seven campuses in Missouri, Illinois, Wisconsin, and Kansas; the best features of each were incorporated into a professional laboratory program for NMSC and its many teacher ducation majors. Preparation and planning stages lasted years before the Teaching Skills Center opened in February, '71.

Dr. Loren V. Grissom, coordinator of the center, said the program has "made a major innovation in teacher education." Currently laboratories are used by students taking the course Professional Laboratory Experience, in conjunction with ED 300, Psychology of Pupil Development. After completing 45 college hours and being admitted to professional education courses, a student is eligible for the pre-student teacher training in the laboratories.

CONTROL OF THE TEACHING SKILLS CENTER lies in this control room which contains screens and audio control for six teaching stations located in Violette Hall. A trained technician operates the equipment for students taking the course Professional Laboratory Experience.

Microteaching has become the most dynamic part of the program. Six teaching stations and a control room provide the basis for this laboratory's operation. Each station is equipped with three microphones, two cameras (one on the class, the other on the teacher), a television monitor (for replay), and systems for communicating with the control rooms and switching the cameras. Equipment is mounted on the ceiling or walls.

In practice, six students team together, alternating as teacher. Each "student-teacher" prepares a five to seven minute lesson which is taped. After lessons are presented, the videotape is played over the monitoring system. Evaluation takes place on three levels: self, peer, and instructor. Graduates assist students by stimulating thinking about the teaching experience.

During the summer sessions st[illegible] and students at all times. A monitoring system has also been set up in Dr. Grissom's office.

Both the Audio-Visual Utilization and Instructional Materials Preparation laboratories house numerous self-learning stations which provide opportunities for the practice and demonstration of skills in the operation of teaching devices and instructional materials production equipment. The Audio-Visual laboratory consists of a tape recorder, film strip machine, slide projector, two 16 mm. film projectors (one self-threading, one manual), opaque projector, overhead projector, and carousel slide projectors.

Graduates assist students if help is needed, but each piece of equipment has operational procedures attached. Summer assistants include Mike Gilbert, Warren Lantz, and Andy Skinta. The basic idea is for students to incorporate media skills learned into their teaching lessons. Students spend three days per week working in the two media labs.

Instructional Materials Preparation, the second media lab, contains materials with which to produce printed matter, such as mimeographed hand-out sheets, charts, and transparencies for use in lessons. Equipment includes a duplicating machine, dry mounting press (to mount pictures on postboard), paper cutter, and Thermo-Fax "The Secretary" for transparencies and to laminate (put a cover

Upward Bound Plan
Aids High Schoolers
With Academic Skill

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Mini, midi, and maxi may have set new trends in the area of fashion, but the micro, taking the form of the Micro-Teaching Skills Center, has set precedents in teacher training at the College.

The Teaching Skills Center is composed of three training laboratories in Violette Hall: Audio-Visual Utilization, Instructional Materials Preparation, and Microteaching. It is the product of studying program facilities on seven campuses in Missouri, Illinois, Wisconsin, and Kansas; the best features of each were incorporated into a professional laboratory program for NMSC and its many teacher ducation majors. Preparation and planning stages lasted years before the Teaching Skills Center opened in February, '71.

Dr. Loren V. Grissom, coordinator of the center, said the program has "made a major innovation in teacher education." Currently laboratories are used by students taking the course Professional Laboratory Experience, in conjunction with ED 300, Psychology of Pupil Development. After completing 45 college hours and being admitted to professional education courses, a student is eligible for the pre-student teacher training in the laboratories.

CONTROL OF THE TEACHING SKILLS CENTER lies in this control room which contains screens and audio control for six teaching stations located in Violette Hall. A trained technician operates the equipment for students taking the course Professional Laboratory Experience.

Microteaching has become the most dynamic part of the program. Six teaching stations and a control room provide the basis for this laboratory's operation. Each station is equipped with three microphones, two cameras (one on the class, the other on the teacher), a television monitor (for replay), and systems for communicating with the control rooms and switching the cameras. Equipment is mounted on the ceiling or walls.

In practice, six students team together, alternating as teacher. Each "student-teacher" prepares a five to seven minute lesson which is taped. After lessons are presented, the videotape is played over the monitoring system. Evaluation takes place on three levels: self, peer, and instructor. Graduates assist students by stimulating thinking about the teaching experience.

During the summer sessions, students teach twice a week. Semesters allow for the student to teach once a week. In this manner a student faces a number of short teaching encounters and may revise his methods between experiences. Viewing styles of classmates may influence the individual.

One specially trained technician controls all recording and monitoring equipment in both the stations and the control room. This summer the controls are hendled by Chris Bakes, Jerry Crawford, and Randy Reynolds. On his monitoring system, the technician sees teacher and students at all times. A monitoring system has also been set up in Dr. Grissom's office.

Both the Audio-Visual Utilization and Instructional Materials Preparation laboratories house numerous self-learning stations which provide opportunities for the practice and demonstration of skills in the operation of teaching devices and instructional materials production equipment. The Audio-Visual laboratory consists of a tape recorder, film strip machine, slide projector, two 16 mm. film projectors (one self-threading, one manual), opaque projector, overhead projector, and carousel slide projectors.

Graduates assist students if help is needed, but each piece of equipment has operational procedures attached. Summer assistants include Mike Gilbert, Warren Lantz, and Andy Skinta. The basic idea is for students to incorporate media skills learned into their teaching lessons. Students spend three days per week working in the two media labs.

Instructional Materials Preparation, the second media lab, contains materials with which to produce printed matter, such as mimeographed hand-out sheets, charts, and transparencies for use in lessons. Equipment includes a duplicating machine, dry mounting press (to mount pictures on postboard), paper cutter, and Thermo-Fax "The Secretary" for transparencies and to laminate (put a cover on materials).

A fee of $15 is charged to students for materials used in the laboratories. Included in that charge is the understanding that students may keep all materials they make and may return to the labs even after they have taken the course. For instance, a person who has taken the course may return during his student teaching experience in order to use facilities to prepare for lessons.

The micro has become a part of campus now; that is as evident as the mini, maxi, and midi. Just ask any future teacher.

Students React to Micro Lab

BY JO SCHAR

"A good experience," "scary because it is a new experience" and "practical" were just a few opinions from students enrolled in Education 390, Professional Laboratory Experiences.

Dr. Loren Grissom, director of the Teaching Skills Center and placement of student teachers, feels the Center plays an enormous role in producing a more competitive teacher. The three instructional laboratories house a considerable amount of teaching devices and equipment, not usually found in a regular community school.

The student is given the opportunity to familiarize himself with teaching equipment before going into a real teaching situation. He also is aided in improving his awareness of teaching by presenting a lesson and then seeing a replay of himself on film. One student depicted the training as "a miniature of the job."

Both graduate assistants and students expressed an overwhelming enthusiasm toward the Skills Center in that "it would help anyone who took it — a very worthwhile experience!"

WEDNESDAY, SEPT. 29, 1971.

AT NMSC – Dr. Loren Grissom, professor of English education and director of the micro-teaching laboratory at Northeast Missouri State College, shows Secretary of State James C. Kirkpatrick a monitor in control room of the micro-teaching lab. Kirkpatrick was on the campus last week and participated in a micro-teaching session in which student teachers are video taped and then their lesson is played back over the monitors for analysis.